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ABSTRACT

Findings are presented from the fourth survey of the educational services provided by public television licensees (in this case, n=168), which covered the period from September 1, 1982, to August 30, 1983. Results for a companion survey on the financing of public television's educational services covering Fiscal Year 1983 are also included, and public broadcasting trends are identified, wherever possible, by comparing findings to those of the 1978-1979 survey. Special sections cover current and planned uses of Instructional Television Fixed Service (ITFS) and financing of educational services, and licensee's descriptions of innovative educational research or evaluation activities. An introduction describes the study's purpose, methodology, and data treatment and analyses. Following a summary of the findings, individual chapters detail results regarding the public television licensees; elementary/secondary (K-12) and postsecondary educational services; future educational services; Fiscal Year 1982 instructional income and expenses; and some comparisons of findings. Appendices contain the survey instrument, a summary of reported public television educational services by licensees, and a description of the study methodology. Thirty-seven tables display survey data. (LMM)

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PUBLIC TELEVISION LICENSEES' EDUCATIONAL SERVICES
1982-83

A Joint Project of the
Corporation for Public Broadcasting
and the
National Center For Education Statistics

May 1984

IR011187

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Preface

This study is part of a comprehensive research project supported by the Corporation for Public Broadcasting (CPB) and the National Center for Education Statistics (NCES) to monitor the educational services provided by public television licensees to elementary, secondary and postsecondary educational institutions throughout the United States.

The findings of the fourth survey of educational services provided by public television licensees are presented here. Each of the surveys of licensees' educational services has been designed and improved through the participation and suggestions of public television licensees, CPB and PBS education staffs.

Special thanks to Douglas F. Bodwell, Peter Dirr (CPB Project Director), Mary Sceiford and Meg Villarreal of CPB's Education Office for their valuable contributions to and unending encouragement and support of this project. David Brugger (CPB), Jon Cecil, Jinny Goldstein and Dee Brock (PBS), Jan Ancarrow (NCES Project Officer), Steve Johnson (Oregon Public Broadcasting) and Mike Sullivan (Maryland Public Broadcasting) have also provided valuable assistance through their input into the survey design and review of the report.

May 1984

I. INTRODUCTION

A. Purpose

This report of the Public Television Educational Services Survey presents the findings of the fourth survey of educational services provided by public television licensees. Its findings are based upon responses to the Public Television Educational Services Survey covering the period from September 1, 1982 to August 30, 1983. The report provides recent information on educational services available through public television licensees.

The Corporation for Public Broadcasting and the National Center for Education Statistics jointly fund a comprehensive, long-range plan to document and report the educational services provided by all public broadcasters. This public television study is part of that plan and represents half of the 1982-83 survey, which includes a separate survey of educational services (e.g., programming and support materials) offered by public radio licensees.

A companion survey on the financing of public television's educational services covering FY83 (1981-82) was administered separately as an adjunct to the CPB Annual Financial Survey. Results from that survey are included as a chapter in this report.

Public broadcasting trends are identified, where possible, by comparing the findings of this year's survey with A Study of Public Television's Educational Services 1978-79 published in 1980 by CPB. Comparisons will be limited by changes that were made in this year's survey instrument. The survey instrument was redesigned in consultation with CPB and Public Broadcasting Service (PBS) education staff with additional input from station personnel.

This year's educational services survey included for the first time: 1) an ITFS Tear sheet on current and planned uses of Instructional Television Fixed Service (ITFS); 2) a special section for licensees to describe any new or innovative programming or services; and 3) a special section where licensees could describe any recent educational research or evaluation studies they have conducted. In addition, many questions were extended to include nonbroadcast as well as broadcast activities.

B. Methodology

In November 1982, the Public Television Educational Services Survey forms were sent to 168 licensees. Although there were more than 290 stations in the United States at the time, in many instances, two or more stations were licensed to a single licensee.

The survey forms were sent to Instructional Television (ITV) Directors at each licensee. Where no ITV Director existed, the survey form was sent to the General Manager.

Four follow-up waves were conducted to achieve a 100% response rate. A total of 159 forms representing 168 licensees were received. (In six cases a single agency e.g., South Carolina Network, responded for two or more licensees).

An expanded section on the survey methodology is found in Appendix C.

Data Treatment

Throughout the report, we have attempted to provide data that reflect the true state of educational services in public television. In some instances, that required us to "impute" data because of two conditions:

1) Some licensees did not respond to certain survey items. In these cases we looked for logical responses based on responses from similar licensees. In the absence of any clear direction in computing the response from logical associations, we assumed that the nonresponse took on the characteristic of the average of all other responses to that item. Only where there was clear evidence of reason for nonresponse did we not impute a response.

2) Six respondents were responsible for managing more than one licensee and provided aggregate information for the 15 licensees for which they were responsible. Except as noted in #1 above, all 15 licensees are presumed to have responded to all questions.

In reporting responses to nominal questions (i.e., requiring categorical responses such as "yes" or "no") the six responses were "weighted" to represent the 15 licensees. However, questions requiring number responses (e.g., "10" or "250") were not weighted since the six licensees were already providing aggregate data for the 15 licensees they were representing.

In addition, some users of this data have suggested that in many cases, "averages" are more helpful than aggregate numbers especially e.g., where licensees report the number of series that they distribute. To that end, we have attempted to report averages where appropriate.

D. Limitations

This year's survey instrument contained a great deal more detail than the 1978-79 survey. Questions were changed or expanded to capture a richness of information not previously obtained. The disadvantage of these changes was that item nonresponse was increased on selected questions, especially those requiring specific numbers. For example, this year licensees were asked to report the number of series that they distribute in nonbroadcast modes. (In 1978-79 licensees were only asked to "check" whether they distributed in nonbroadcast modes). Some of the respondents were unable to provide the number of series they distributed and skipped parts of the question resulting in an underreporting of data.

The tradeoffs between richer information and higher item nonresponse rates is an issue that should be considered in future waves of this survey.

E. Data Analyses

The DATATRIEVE software package (DEC/VAX hardware) was used for all data analyses. Notes to interpreting data tables are included where appropriate.

II. SUMMARY OF FINDINGS

A. The Public Television Licensees

o Responses were obtained from 100% of the 168 public television licensees that were CPB-qualified at the time of the study.

o 159 (95%) provided educational services in 1982-83.

17 licensees provided only elementary/secondary (K-12) programming or programming and services;
22 provided only postsecondary programming or programming and services;
120 provided both K-12 and postsecondary programming or programming and services.

B. Elementary/Secondary (K-12) Educational Services

o 137 licensees (82%) provided K-12 programming or programming and services in 1982-83.

o 39 licensees (28%) have a full-time K-12 ITV director. The others had part-time ITV directors who also had responsibility for postsecondary educational services (45%), programming (23%), development (12%) and licensee management (8%). In addition, 504 "other" K-12 instructional personnel were employed full or part-time at the licensee or related agencies for a total of 543 instructional personnel providing K-12 ITV services.

o Forty-five licensees (33%) delivered K-12 ITV series in nonbroadcast formats, including videotape/cassette, cable and ITFS.

o Licensees and/or related agencies distributed more than 1.1 million individual and combined series curriculum guides to accompany K-12 programming during 1982-83.

o Licensees report more than 4,600 district ITV coordinators and over 22,800 building ITV coordinators serving the schools in their coverage areas.

C. Postsecondary Educational Services

- 142 licensees (85%) provided postsecondary programming or programming and services in 1982-83:

  133 distributed formal postsecondary series
  85 distributed informal postsecondary series
  67 distributed inservice series

- 16 licensees (11%) had a full-time postsecondary education director. The others had postsecondary education directors who also had responsibility for K-12 educational services (49%), programming (37%), development (22%), or licensee management (19%). In addition, 240 "other" postsecondary instructional personnel were employed full or part time at the licensee or related agencies.

- Licensees have established formal, ongoing liaisons with 56% of the reported 2,400 colleges and universities in their broadcast areas i.e., 688 two-year colleges (68% of the potential) and 644 four-year colleges (47% of the potential).

- Licensees estimated enrollments of over 94,000 in formal postsecondary series and over 23,000 enrollments in inservice series.

D. Future Educational Services

- Funding was cited most often (by 103 licensees) as the greatest need or problem facing those who provide educational services over the next two years.

- Half (84 of 168) of the licensees reported that they planned to become involved with computers in the next two years.

- Nearly three quarters (120) of all licensees anticipate that the demand for television series with interactive components will increase in the next two years.

E. FY 82 Instructional Income and Expenses

- On the average, 13% of a station's total income (including indirect and in-kind income) was targeted for instructional purposes. State Boards and Departments of Education, other State Government or Agency sources, and state and other tax-supported colleges and universities constituted the largest sources of instructional income. State network licensees reported the largest average K-12 income and were second only to university licensees in reporting the largest average postsecondary income.

- On the average, 14% of a station's total spending was for instructional purposes. One third of all expenditures was for the transmission of instructional programs; one quarter went toward instructional salaries; one quarter was expended in acquisition, design and production of instructional programs. K-12 expenditures were over two and a half times as large as postsecondary expenditures. Local authority and state network licensees reported the highest average expenditures at the K-12 level; university and state network licensees at the postsecondary level.

F. Some Comparisons of Findings

In 1983, 159 of 168 or 95% of all public television licensees overall, provided educational programming/services compared to 94% in 1979, and 92% in 1976. But a closer look at the data reveals that the level of service, while high, may soon be at risk.

Elementary/Secondary Services: Although there has been no significant change in the percentage of licensees providing K-12 or postsecondary programming/services since 1976,

	1976	1979	1983
K-12 Programming/Services	83%	85%	82%
Postsecondary Programming/Services	87%	90%	85%

the number of individuals providing K-12 programming and services in 1983 has dropped 19% from 1979 and 28% from 1976. Most of the decrease was due to decreases in instructional personnel employed at the licensee (vs. related agency).

	1976	1978	1983
No. of K-12 Personnel	750	672	543

The net result is that fewer licensee staff serve more building coordinators. This tell-tale sign indicates that these services are at risk.

Postsecondary Services: Although fewer licensees reported informal adult education series in 1983, there was a slight increase in the percentage of licensees reporting in-service series and a significant increase in the number of licensees reporting distribution of postsecondary formal programming. The percentages below are based on the total number of licensees providing postsecondary services, not on all licensees:

	1976	1979	1983
In-service Programming	57%	39%	47%
Formal Programming	81%	77%	94%
Informal Programming	92%	75%	60%

Nearly 85% of both postsecondary formal and informal series are distributed by broadcast. The greatest increase is in the aggregate number of postsecondary formal series broadcast in 1983 (997), more than twice the number reported in 1979 (485).

Finances: When asked to indicate how service had changed between FY 82 and FY 83, 40 licensees indicated that the decrease in their K-12 services was due to decreases in funding. Twenty-four made a similar claim for postsecondary services decline. In current dollars, reported instructional income for FY 82 was up 22% from FY 78. After adjusting for inflation however, FY 82 instructional income showed a drop of 17% over FY 78 even though FY 82 represents the high water mark in terms of federal dollars to public broadcasting. When asked to specify the greatest need facing those who provide television programming and services during the next two years, licensees indicated that funding and financing problems are their greatest worry. It would appear those worries are not unfounded.

III. BACKGROUND DATA

A. The Public Television Licensees

Because a 100% response rate was achieved by this year's survey, response by region, budget size and type of licensee represent the distribution of all public television licensees.

Table III-1

ALL PUBLIC TELEVISION LICENSEES BY TYPE, 1982-83

	N	Percent
Community	69	41%
University	53	32
Local School Authority	15	9
State Authority	31	18
TOTAL	168	100%

Table III-2

ALL PUBLIC TELEVISION LICENSEES BY REGION, 1982-83

	N	Percent
Central	48	29%
South	45	27
West	36	21
East	35	21
Outlying*	4	2
TOTAL	168	100%

*The 4 outlying licensees are in Guam, American Samoa, Puerto Rico, and the Virgin Islands.

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Table III-3
ALL PUBLIC TELEVISION LICENSEES BY BUDGET SIZE, FY 1982-83

	N	Percent
Less than $800,000	22	13%
$ 800,000 - $1,699,999	45	27
$1,700,000 - $2,599,999	40	24
$2,600,000 - $3,499,999	18	11
$3,500,000 - $8,999,999	29	17
$9,000,000 and over	14	8
TOTAL	168	100%

Table III-4
PROVISION OF EDUCATIONAL PROGRAMMING BY ALL PUBLIC TELEVISION LICENSEES, 1982-83

	N	Percent
K-12 Only	17	10%
K-12 and Postsecondary	120	71
Postsecondary Only	22	13
No Services	9	6
TOTAL	168	100%

B. Licensees Providing K-12 Programming

In 1982-83, 137 public television licensees provided K-12 programming. Their distribution by type of licensee, by region and by budget size of licensees is illustrated below.

Table III-5
LICENSEES PROVIDING K-12 PROGRAMMING BY TYPE OF LICENSEE, 1982-83

Type	K-12 Providers	Universe	K-12 Providers as Percent of Type
Community	59	69	86%
University	37	53	70
Local Authority	13	15	87
State Authority	28	31	90
TOTAL	137	168	

Table III-6
LICENSEES PROVIDING K-12 PROGRAMMING BY REGION, 1982-83

Region	K-12 Providers	Universe	K-12 Providers as Percent of Region
Central	39	48	81%
South	39	45	87
East	32	35	91
West	26	36	72
Outlying	1	4	25
TOTAL	137	168	

Table III-7

LICENSEES PROVIDING K-12 PROGRAMMING BY BUDGET SIZE OF LICENSEE, 1982-83

Budget	K-12 Providers	Universe	K-12 Providers as Percent of Budget Size
less than $ 800,000	15	22	68%
$ 800,000 - $1,699,999	34	45	77
$1,700,000 - $2,599,999	33	40	83
$2,600,000 - $3,499,999	17	18	94
$3,500,000 - $8,999,999	25	29	86
$9,000,000 and over	13	14	93
TOTAL	137	168	

C. Licensees Providing Postsecondary Programming

In 1982-83, 142 public television licensees provided postsecondary programming. Their distribution by type of licensee, by region and by budget size is illustrated below.

Table III-8

LICENSEES PROVIDING POSTSECONDARY PROGRAMMING BY TYPE OF LICENSEE, 1982-83

Type	Postsecondary Providers	Universe	PS Providers as Percent of Type
Community	54	69	78%
University	49	53	92
Local Authority	13	15	87
State Authority	26	31	84
TOTAL	142	168	

Table III-9

LICENSEES PROVIDING POSTSECONDARY PROGRAMMING BY REGION, 1982-83

Region	Postsecondary Providers	Universe	PS Providers as Percent of Region
Central	44	48	92%
South	37	45	82
East	30	35	86
West	30	36	83
Outlying	1	4	25
TOTAL	142	168	

Table III-10

LICENSEES PROVIDING POSTSECONDARY PROGRAMMING BY BUDGET SIZE OF LICENSEE, 1982-83

Budget	Postsecondary Providers	Universe	PS Providers as Percent of Budget Size
less than $800,000	18	22	82%
$ 800,000 - $1,699,999	35	45	78
$1,700,000 - $2,599,999	35	40	88
$2,600,000 - $3,499,999	15	18	83
$3,500,000 - $8,999,999	25	29	86
$9,000,000 and over	14	14	100
TOTAL	142	168	

IV. ELEMENTARY/SECONDARY (K-12) SERVICES

A. Provision of K-12 Instructional Services

Of all public television licensees, 137 respondents (82%) reported that they provide K-12 instructional television (ITV) programming or programming and services. Of the 137 licensees offering K-12 ITV:

15 licensees provide K-12 programming only;

14 licensees provide K-12 programming only at the licensee and utilization services are provided by a related agency;

108 licensees provide K-12 programming and some services such as the distribution of curriculum materials. Of these 108, almost all provide utiliztion services: 79 licensees provided utilization services directly, 26 indicated that utilization services were provided by a related educational agency, and three did not specify from whom utilization services were available.

The 137 licensees providing K-12 services this year compare with 131 licensees in 1978 and 129 licensees in 1976. This difference may reflect a slight increase in K-12 ITV services; or it could be due to a difference in nonresponding licensees in the previous studies, or merely the growth of the PTV system from 158 licensees in 1976, to 166 in 1979 and 168 in 1983.

B. Distribution of K-12 Instructional Programming

Licensees reported that they distributed nearly twice as many elementary series as secondary series — an overall average of 42 elementary series and 22 secondary series in 1982-83. Licensees were asked for the first time to report the number of elementary and secondary series they distribute in both broadcast and nonbroadcast delivery modes. They previously only reported broadcast.

Forty-five K-12 providers (33%) reported delivering K-12 ITV series in nonbroadcast delivery formats of videotape/cassette, cable and ITFS. Although videocassette was the most often reported nonbroadcast distribution mode, a smaller number of licensees reported a greater average number (or nearly the same number) of series distributed by both cable and ITFS.

Note: In Table IV-1 below, averages were computed by dividing the sum of series for each distribution mode by the Number of Licensees that supplied a number of series that was greater than zero. This yields an average number of series only for those licensees that are actually distributing by that mode, (rather than an average across all licensees distributing K-12 series). This gives a more accurate count of series per mode especially for nonbroadcast distribution modes that are used heavily by fewer licensees.

TABLE IV-1

BROADCAST AND NONBROADCAST DISTRIBUTION OF K-12 SERIES, 1982-83

	Number of Licensees Reporting		Avg Number of Series Per Reporting Licensee		Ranges	
	Elem	Secondary	Elem	Secondary	Elem	Secondary
Broadcast	115	103	42	22	1 - 87	1 - 59
Cable	12	11	29	19	1 - 79	1 - 51
ITFS	6	8	24	28	10 - 34	7 - 76
VCassette	29	31	28	26	1 - 79	1 - 74

The average number of elementary school series delivered via broadcast was 42. (The range was from 1 to 87, but most licensees offered between 30 and 61.) The average number of secondary school series delivered via broadcast was 22. (The range was from 1 to 59, but most licensees offered between 7 and 28.) The average combined number of series broadcast is 64.

These numbers are slightly higher than the averages of 36 elementary, 17 secondary series and a combined total of 53 broadcast series reported in 1978-79. The 1978-

79 survey dealt only with broadcast distribution; therefore only broadcast numbers are compared here.

Eleven respondents (8%) had K-12 instructional series that were interactive with other telecommunications technologies; 7 (5%) reported that they provided K-12 series that were adaptable to those technologies. Computers (6) and audio/radio (4) were listed as the other technologies.

C. Availability of Curriculum Materials For K-12 Series

Of the 137 licensees providing K-12 ITV series, 128 (93%) reported that curriculum materials were available either from the licensee, another educational agency or directly from the producer or distributor of the series (see Table IV-2).

Table IV-2

AVAILABILITY OF CURRICULUM MATERIALS, 1982-83

	N	Percent
Yes	128	93%
No	6	5
No Answer	3	2
TOTAL	137	100%

One hundred eight licensees (79% of all providing K-12 series) reported the number of individual series guides distributed, an average of 8,013 individual series guides per licensee for a total distribution of 865,404 individual series guides. (The range was from 14 to 122,463, the median; 3,800.)

One hundred eleven licensees (81% of all providing K-12 series) reported the number of "combined guides" (information for several series in a single guide) distributed — an average of 2,585 per licensee for a total of 279,180 combined guides distributed. (The range was from 2 to 50,000, the median, 2,300.)

In other words, more than 1.1 million series guides (individual and combined) were distributed directly by the licensee or related agencies or by producers/distributors.

Licensees were also asked to report the number of K-12 instructional series for which teacher materials and student materials were available from the licensee, related agencies, producers or distributors. That information appears in Table IV-3.

Table IV-3

AVERAGE NUMBER OF K-12 INSTRUCTIONAL SERIES WITH CURRICULUM MATERIALS PER REPORTING LICENSEE, 1982-83

From	Average # Series W/ Teacher Materials	Average # Series W/ Student Materials
Licensee	38	2
Related Agency	14	1
Producer or Distributor	8	1

D. K-12 Instructional Personnel

Thirty-nine (28%) of the licensees providing K-12 programming and/or services employ an individual with full-time responsibility for directing the ITV service.

Functions performed by staff not having full-time responsibility for the licensee's K-12 ITV Service were:

- Postsecondary services — 62 licensees (45% of the 137 licensees providing K-12 programming);
- Programming — 31 licensees (23%);
- Development — 16 licensees (12%);
- Licensee management — 11 licensees (8%); and
- Other — 38 licensees (28%)
  (Other includes teleconferencing, production, marketing, program director and unspecified other)

In addition to ITV Directors, 126 licensees reported 504 other K-12 instructional personnel employed at the licensee or at other related educational agencies (see Table IV-4).

Table IV-4
OTHER K-12 INSTRUCTIONAL PERSONNEL, 1982-83*

	TOTAL		LICENSEE		AGENCY	
	Sum	Avg	Sum	Avg	Sum	Avg
Clerical	139	1.1	63	0.5	76	0.6
Technical	151	1.2	126	1.0	25	0.2
Professional	214	1.7	101	0.8	113	0.9
TOTAL	504	4.0	290	2.3	214	1.7

* In addition to the 39 full-time ITV Directors reported at the licensee.

It is estimated that in public television 290 full-time and part-time persons are employed at the licensees plus 39 fulltime ITV directors for a total of 329 individuals at the licensees involved in providing K-12 ITV services (a 29% drop from the 463 reported in 1978-79). Further, it is estimated that an additional 214 individuals are employed at other agencies, in offering K-12 services.

The TOTAL of 543 instructional employees at licensees and agencies (i.e., 39 full-time ITV Directors plus 504 "other" instructional personnel) is a 19% drop from the total of 672 individuals reported in 1978-79 and a 28% drop from the 750 reported in 1976. Most of the decrease is due to reductions in instructional personnel employed by the licensees.

E. K-12 Utilization Services

Of the 137 licensees providing K-12 programming or programming and other services, 122 (89%) provide utilization services themselves or through related educational agencies. This is virtually the same proportion as the level of utilization services found in the 1978-79 study (86%). Of the remaining 15 licensees, 13 provide K-12 programming only, and two licensees did not respond to the utilization question.

Of the 122 respondents that indicated utilization services were available:

- 56 repondents indicated that utilization services were provided by the licensee;
- 23 licensees indicated that utilization services were provided by both the licensee and a related agency;
- 40 respondents indicated that utilization services were provided by a related agency only;
- 3 licensees did not specify from whom their utilization services were available.

State Departments/Boards of Education and local school districts were mentioned most frequently as the related education agencies providing utilization services.

In addition, licensees reported 111 full-time and 194 part-time utilization personnel at the licensee or at related educational agencies.

The most common utilization service is workshops, provided by 108 licensees (89%). School visits were second on the list of utilization services, provided by 89 licensees (73%). On the 1978-79 list these two services were reversed, with school visits in the first position and workshops listed second.

Table IV-5

TYPES OF SERVICES PROVIDED TO SCHOOLS, 1982-83

Utilization Services	N	Percent*
Workshops	108	89%
School Visits	89	73
Newsletters	81	66
Other Services		
Tape Dubbing	67	55%
Field Engineering	40	33
Production Support	32	26

* Percent based on 122 licensees providing utilization services.

In addition, 104 licensees reported an average of 45 district level ITV coordinators. A total of 99 licensees reported an average of 231 building level ITV coordinators. This compares with an average of 37 district level (reported by 98 licensees) and an average of 196 building level ITV coordinators (reported by 87 licensees) in the 1978-79 study.

In all, licensees estimated that there are approximately 4,680 persons at the school district level responsible for ITV (vs. 3,650 in 1978). Licensees estimated that 22,869 persons have responsibility for ITV (and other technologies) at the building level (vs. 15,900 in 1978).

F. Constituencies Involved in K-12 Programming and Scheduling Decisions

Licensees were asked to indicate the constituencies they consulted in K-12 programming and scheduling decisions. Direct survey of teacher preferences was the most common involvement in programming (mentioned by 106 licensees) and scheduling (84 responses) decisions (see page 5, Appendix A). One hundred fourteen or 83% of all licensees providing K-12 programming involve at least one group in both programming and scheduling decisions. This continues a long-standing tradition of the licensees to seek local consultation in determining their elementary and secondary school programming.

G. ITV Opinion Poll

Licensees were asked to indicate, based on their dealings with school personnel: 1) which K-12 curriculum emphases are currently in place in the schools they serve, and 2) which K-12 curriculum emphases they expect will be in place in three to five years in those schools.

Both the reported current and future emphases centered on basic skills, computer literacy, science and math. Basic skills was most frequently listed (82 licensees) as a current area of emphasis. However, computer literacy leaped ahead of all others as a future area of emphasis (79 licensees), while basic skills fell to second position (40 licensees).

Licensees were also asked to report which factors they felt caused or prevented K-12 teachers from using ITV as a part of their instructional programming. All responses to this question were factors that prevented use of ITV. Lack of equipment was reported as the greatest hindrance by (58 licensees), followed by scheduling conflicts (47 licensees), lack of access to equipment (26 licensees) and unfavorable attitudes toward the use of ITV in general on the part of teachers (26 licensees) and administrators (20 licensees).

H. Financial Support of K-12 Instructional Service

Licensees were asked to indicate the sources and intended uses of funds received in support of their K-12 instructional television service for 1982-83.

Many licensees piece together their ITV budgets with funds from several sources. The most often cited source of financial support was Local School Districts, followed by State Departments of Education, Direct State Appropriation, and Public Broadcasting Entities.

Licensees indicated that funds received were intended for use (in order) for instructional programming, general support, support services and ancillary materials.

The uses to which those funds are put can by characterized as multipurpose and unipurpose. In general, funds received from Local School Districts and Dioceses, State Departments of Education (DOE) and Direct State Appropriations were multipurpose, i.e., their intended use was spread almost evenly across all uses of funds from general support to ancillary materials. A large portion of funds received from both State DOE's and Local School Districts was, however, earmarked for instructional programming.

In general, funds received from Public Broadcasting Entities, Federal Government Agencies and University Budgets were unipurpose and were used most often for general support. Funds received from Underwriters were unipurpose in that they supported specific instructional programming.

A comprehensive parallel study was conducted to examine more closely the sources and uses of funds for educational services. That questionnaire was, in most cases, completed by the financial manager rather than the ITV person. Although those data are not auditable, they do provide additional input on where money for instructional services comes from and how those monies are spent. The results of that study are reported in Chapter VII.

Table IV-6
FINANCIAL SUPPORT FOR K-12 INSTRUCTIONAL SERVICE
FY 83

SOURCE OF FUNDS	Total*	INTENDED USE OF FUNDS General Support	Instruc. Prgrammng	Support Services	Instruc. Ancillary Materials
Direct State Appropriation	48	37	35	32	23
State Deptartment of Education	76	38	64	47	37
Local School District(s)	80	35	51	43	45
Local School Diocese(s)	21	10	13	10	13
University Budget	23	15	9	5	4
Public Broadcasting Entities	41	28	18	10	12
Federal Government Agencies	25	16	8	1	5
Underwriters/Foundations	29	8	22	3	9
Total*	343	187	220	151	148

*Multiple responses were permitted for both the sources and intended uses of funds. For example, 48 licensees cited Direct State Appropriation as a source of funds; of that number, 37 said the intended use of those funds was for general support, 35 for instructional programming, etc.

I. Changes Since 1981-82

Licensees were asked to report whether their K-12 instructional service (programming, service, financial support) had increased, stayed the same or decreased since last year.

Despite the reduction of funds to public broadcasting, most public television licensees have been able to maintain or increase their level of service since 1981-82. The percentages below represent responses from the 137 licensees currently providing K-12 ITV services.

Table IV-7
CHANGES IN K-12 INSTRUCTIONAL SERVICE SINCE 1981-82

	Increased	No Change	Decreased	Response	No Response
# Elem Series Distributed	42%	42%	16%	130	7
# Sec Series Distributed	51	33	16	127	10
# Broadcast Series Distributed	42	39	19	126	11
# Nonbrdcst Series Distributed	45	50	5	80	57
# Teacher Guides Distributed	41	41	18	123	14
# Student Guides Distributed	9	85	6	79	58
# Instructional Personnel	8	76	16	124	13
Overall Financial Support	22	47	31	124	13

The greatest decrease reported between 1981-82 and 1982-83 was in overall financial support. Most licensees reported that the number of instructional personnel remained the same or decreased and that the number of student guides distributed remained the same. Page 20 notes a 29% drop in the number of K-12 instructional personnel employed at the licensee reported this year compared to 1978-79.

The greatest reported increase was in the distribution of secondary series followed by the distribution of nonbroadcast series. This may reflect the fact that 1) in general, fewer secondary than elementary series are distributed by licensees and 2) fewer licensees distribute K-12 series by nonbroadcast modes than by broadcast; therefore these areas presented more of an opportunity for increase. There were also strong increases in the number of elementary series and the number of broadcast series distributed over 1981-82.

It should be noted that Table IV-7 describes changes over only a one-year period. As you will see in Chapter VIII, those changes are not reflected in the long-term trends documented by the educational services surveys over a nine-year period.

Tables IV-8 and IV-9 that follow represent selected statistics on licensees' K-12 instructional services. Not all 137 licensees provided all services; i.e., the averages shown are based only on the licensees who responded to that survey item. Overall, the strength for K-12 instructional services lies with state licensees who distribute more elementary series and distribute far more individual guides than other licensee types.

With regard to budget size, there is a direct relationship between the number of individual and combined guides distributed and the licensees' budget size.

Table IV-8

SELECTED STATISTICS ON LICENSEES' K-12 INSTRUCTIONAL SERVICES BY TYPE OF LICENSEE, 1982-83

	All Licensees (168)	Community (69)	University (54)	Local (15)	State (30)
Offer K-12 Programming and/or Services	137	59	37	13	28
(Percent of Licensee Type)	(82%)	(86%)	(69%)	(87%)	(93%)
Avg N of Elementary Series	42	44	35	43	54
Avg N of Secondary Series	22	27	29	17	26
Avg N of Individual Guides	8,013	4,821	6,657	4,162	18,315
Avg N of Combined Guides	2,585	3,061	625	4,036	3,419

Table IV-9

SELECTED STATISTICS ON LICENSEES' K-12 INSTRUCTIONAL SERVICES BY BUDGET SIZE OF LICENSEE, 1982-83

	All Licensees (168)	Less Than $800,000 (22)	$800,000 to $1,699,999 (45)	$1,700,000 to $2,599,999 (40)	$2,600,000 to $3,499,999 (18)	$3,500,000 to $8,999,999 (29)	$9,000,000 and Over (14)
Offer K-12 Programming and/or Services	137	15	34	33	17	25	13
(% of Category)	(82%)	(68%)	(76%)	(83%)	(94%)	(86%)	(93%)
Avg N of Elementary Series	42	34	37	46	46	54	41
Avg N of Secondary Series	22	14	24	34	25	34	25
Avg N of Individual Guides	8,013	651	3,274	3,991	6,325	20,643	16,116
Avg N of Combined Guides	2,585	347	2,804	2,256	1,193	350	10,200

V. POSTSECONDARY SERVICES

A. Provision of Postsecondary Services

One hundred forty-two licensees (85%) indicated that they offer some postsecondary services, about the same number of licensees that offered some postsecondary service in the 1978-79 study (139).

Postsecondary series and services were broadly defined as providing one or more of the following types of programming (and related support services):

- Postsecondary In-service/Professional Development — series and services aimed at specific instructional objectives. They are usually used in formal settings through colleges and universities, labor unions, professional associations, places of employment.
- Postsecondary Formal — series and services aimed at specific instructional objectives. They are usually used in organized learning environments such as colleges and universities, provide feedback and/or credit to the viewer and are frequently accompanied by learning materials. Credit and non-credit courses are included here.
- Postsecondary Informal — series aimed at general learning objectives. They are usually used in the home, provide little or no feedback to the viewer yet are instructional in nature. "How-to" programs are included in this category.

Of the 142 licensees providing postsecondary services, 76 (54%) provided programming only while 66 (46%) provided programming and other services.

Thirty-six licensees (25%) reported that other agencies, (e.g., broadcast councils) were involved in providing postsecondary services.

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B. Postsecondary Instructional Personnel

Sixteen licensees (11%) have a person on staff with full-time responsibility for coordinating postsecondary services. Functions performed by individuals not having full-time responsibility for the licensees's postsecondary services were reported by 126 licensees:

- K-12 Services — 70 licensees (49% of the 142 licensees providing postsecondary programming);
- Programming — 52 licensees (37%);
- Development — 29 licensees (22%);
- Licensee Management — 27 licensees (19%); and
- Other — 48 licensees (34%)
  ("Other" includes teleconferencing, production, marketing/promotion)

In addition, 110 licensees reported employment of approximately 240 other postsecondary instructional personnel employed at the licensees or at other agencies (see Table V-1 below).

Table V-1
OTHER POSTSECONDARY INSTRUCTIONAL PERSONNEL, 1982-83*

	TOTAL		LICENSEE		AGENCY	
	Sum	Avg	Sum	Avg	Sum	Avg
Clerical	66	0.6	44	0.4	22	0.2
Technical	75	0.7	66	0.6	9	0.1
Professional	99	0.9	66	0.6	33	0.3
TOTAL	240	2.2	176	1.6	64	0.6

* In addition to the 16 full-time ITV Directors reported at the licensee.

It is estimated that in public television 192 individuals at the licensee are involved in offering postsecondary ITV services (i.e., 16 full-time postsecondary ITV Directors and 176 "other" instructional personnel). This is higher than the 147 postsecondary instructional staffers at the licensee reported in 1978-79. The emergence of PBS' Adult Learning Program Service since the 1978-79 study may have been a factor that prompted licensees to add postsecondary instructional personnel to provide increased programming and services.

In addition, licensees reported 64 individuals employed at other agencies, bringing the total to 256 individuals at licensees and related agencies involved in providing postsecondary programming and services.

C. Relationships With Area Colleges

Licensees estimated that a total of 2,389 colleges and universities are in their viewing areas (73% of all the colleges and universities in the country) and that they have established formal, ongoing liaisons with over half that number. About 50% of the colleges and universities with whom the licensees have established liaison are currently offering formal postsecondary programming via the licensee (see Table V-2).

Table V-2

LICENSEES' RELATIONSHIPS WITH AREA COLLEGES, 1982-83

	Colleges		
	2-year	4-year	Total
Total number of colleges in country	1,296*	1,984*	3,280*
Licensees' estimates of colleges in their viewing areas	1,018	1,371	2,389
Number of colleges licensees have established liaison with	688**	644**	1,332
(% of colleges in viewing area)	(68%)	(47%)	(56%)
Number of colleges offering telecourses via licensee	429	238	667
(% of liaisons)	(62%)	(37%)	(50%)

* Source: National Center for Education Statistics, October 1983.

** In 1978-79 licensees reported liaisons with 467 two-year and 516 four-year colleges.

Over half of these licensees (77 out of 142) work with a consortium of colleges. Those licensees specified the names of 55 different consortia.

When asked which "formal postsecondary programming services" they carried (multiple responses were permitted), 121 licensees (85%) indicated that they carried PBS-ALPS; 11 (8%), the National University Consortium (NUC); 9 (6%), the To Educate the People Consortium (TEP); and 2 (1%) Appalachian Community Service Network (ACSN).

Fifty-three licensees (37%) indicated that they carry formal postsecondary programming from other sources: other PBS programs (18 licensees), locally produced programs (14 licensees), independently acquired programs (8 licensees), other consortium productions (7 licensees), network group buys (3 licensees), and state departments of education (3 licensees).

D. Postsecondary Distribution and Enrollments

Although a large number of respondents reported offering postsecondary in-service, formal and/or informal series, they seemed to lack information about the uses of those postsecondary series. Many licensees, while able to provide series titles, were unable to estimate the number of two and four-year colleges offering the series or the number of enrollments these series generated (see Table V-3). Therefore, some of the following data may under report actual use. This year, for the first time, data was collected on both broadcast and nonbroadcast distribution of educational programming.

Table V-3
POSTSECONDARY SERIES AND ENROLLMENTS, 1982-83*

	In-service Series	Formal Series	Informal Series
Number of Licensees Providing Service (Percent of 142 Postsecondary Providers)	67 (47%)	133 (94%)	85 (60%)
Aggregate Number of Series Reported	273	1,201	693
Aggregate Number of Series Titles Provided	197	1,012	639
Number of Different Series Titles Provided	126	284	189
Average Number of Series Per Licensee**	4	9	7
Estimated Aggregate Enrollments	23,032	94,253	NA
Average Number of Enrollments Per Series	117	93	NA

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* Since some series serve more than one purpose, the numbers in this table cannot be expected to represent unduplicated counts.

** Licensees were not able to provide the titles for all of the series they reported distributing. The average number of series per licensee is based on the Number of Series Reported , not on the Number of Series Titles Provided.

1. Distribution of Postsecondary In-service Programming

Sixty-seven licensees (47%) indicated that they were distributing in-service series in 1982-83 compared to 54 (39%) in the 1978-79 study.

Those 67 licensees provided the titles of only 197 (72%) of the 273 in-service series they reported distributing. After eliminating duplication, 126 different in-service titles remained. The 10 most frequently reported in-service series titles are listed in Table V-4. The majority of the licensees listed local program sources for their in-service series as opposed to regional or national sources.

2. Distribution of Postsecondary Formal Programming

Nearly all (94%) of the licensees providing postsecondary programming and services reported they distributed formal postsecondary series in 1982-83.

Those 133 licensees provided the titles of 1,012 formal (84%) of the 1,201 formal postsecondary series they reported distributing. After eliminating duplication, 284 different formal series titles remained. The 15 most frequently reported series are listed in Table V-4. PBS's Adult Learning Program Service (ALPS) was listed as the program source for 22% of the series reported. The Central Education Network (CEN) which was listed as the program source for 6% of the series reported, was mentioned more frequently than other regional program distributors.

3. Distribution of Postsecondary Informal Programming

Eighty five licensees (60%) indicated they distributed informal postsecondary series in 1982-83.

Those 85 licensees provided the titles of 639 (92%) of the 693 informal titles they reported distributing. After eliminating duplication 189 different

Table V-4

FREQUENTLY BROADCAST POSTSECONDARY SERIES, 1982-83

	In-service Series N=67	N	Percent*
1.	Dealing in Discipline	9	13
2.	Flexible Reading	7	10
3.	Increasing Children's Motivation	5	7
3.	Program for the Gifted	5	7
3.	Teaching Students with Special Needs	5	7
3.	Tests	5	7
3.	Tradeoffs in Economic Education	5	7
8.	Different Understanding	4	6
8.	Heart of Teaching	4	6
8.	Personal Time Management	4	6
	Formal Postsecondary Series N=133		
1.	Understanding Human Behavior	70	53
2.	Focus on Society	60	46
3.	Personal Finance and Money Management	48	37
4.	It's Everybody's Business	47	36
5.	Making It Count	36	27
5.	Contemporary Health Issues	36	27
7.	American Government Survey	33	25
8.	America: The Second Century	32	24
9.	Art of Being Human	31	24
10.	Oceanus	30	23
11.	Growing Years	27	21
12.	American Story	26	20
13.	Business of Management	23	18
14.	Writer's Workshop	18	14
15.	Voyage	17	13
	Informal Postsecondary Series N=85		
1.	Magic of Oil Painting I, II, & III	34	40
2.	This Old House	33	39
3.	Victory Garden	29	34
4.	Everyday Cooking with Jacques Pepin	26	31
4.	Woodwright's Shop	26	31
6.	Lap Quilting	19	22
6.	Lilias Yoga and You	19	22
8.	Quilting	17	20
9.	Alpine Ski School	16	19
10.	Guitar with F. Noad	15	18
11.	Cross Country Ski School	14	16
11.	Writer's Workshop	14	16
11.	Magic of Decorative Painting	14	16
14.	Portraits in Pastel	12	12
15.	Last Chance Garage	10	12
15.	Antiques	10	12

* Percent based on N of licensees offering that type of series.

informal series titles remained. The 16 most frequently reported informal series titles are listed in Table V-4. Many different distribution sources cited. Regional program distributors (e.g., EEN, CEN) seem to be listed as frequently as PBS.

Twelve of the top 15 formal postsecondary series reported above are distributed by the PBS Adult Learning Program Service. The number (N) of licensees that reported carrying those 12 PBS/ALPS formal series represents 77% (overall) of the carriage reported in the PBS/ALPS carriage report for those series during the same time period. The discrepancy might be linked to the use of these series during the summer months. Survey respondents may not have been able to project summer carriage of these series when they returned their survey forms in Winter 1983.

Licensees were also asked to indicate the number of postsecondary series distributed by broadcast and nonbroadcast distribution modes (see Table V-5 below).

Licensees distribute nearly as many in-service series by broadcast than by all modes of nonbroadcast distribution combined; nearly 85 % of all postsecondary formal and informal series are distributed by broadcast.

Table V-5
NUMBER OF POSTSECONDARY SERIES DISTRIBUTED BY MODE, 1982-83

	TOTAL*	Broadcast	Cable	ITFS	Videotape/ Cassette	Other
In-service	273	137	32	47	26	41
Formal	1201	997	252	92	78	47
Informal	693	590	88	0	10	0

* The sum of individual row figures exceeds TOTAL row figures because some series are distributed in more than one mode.

E. Other Postsecondary Services

Of the 129 (91%) licensees reporting that they have made teleconferences available to colleges and universities, 122 (95%) indicated PBS Adult Learning Programming Service as a source of teleconferences. To Educate the People Consortium (TEP) and the Public Service Satellite Consortium (PSSC) were also cited, reported by 82 and 47 licensees respectively.

While it is clear that many licensees make teleconferencing available, fewer produce teleconferences for colleges, universities, hospitals, and other community organizations. About one-third of respondents (43 licensees) reported involvement in this type of production.

About three-quarters of the 142 licensees that provide postsecondary services reported details on other postsecondary services provided to colleges and universities. On-air promotion was mentioned by 78 licensees, liaison with PBS and regional organizations by 74 licensees, and scheduling information, by 10 licensees.

F. Financial Support for Postsecondary Instructional Service

Licensees were asked to indicate the sources and intended uses of funds received in support of their 1982-83 postsecondary instructional television service (Table V-6). Licensees most frequently indicated that funds received from various sources were used for (in order) general support, instructional programming and promotion.

The most often cited source of financial support was the University Budget, followed by Public Broadcasting Entities, Direct State Appropriation, and Tuition.

Funds from public broadcasting entities and federal agencies were used more for general support and promotion than for specific instructional programming.

These data are elaborated on in Chapter VII which describes the results of a comprehensive parallel study of the sources and uses of funds for educational services.

Table V-6
FINANCIAL SUPPORT FOR POSTSECONDARY INSTRUCTIONAL SERVICE, FY 83

SOURCE OF FUNDS	Total*	INTENDED USE OF FUNDS General Support	Instruc. Progrmmng	Instruc. Support Services	Ancillary Materials	Promotion
Direct State Appropriation	34	25	17	14	7	14
State Department of Education	17	10	8	6	5	1
Tuition	33	16	23	15	9	15
University Budget	65	41	46	28	16	27
Public Broadcasting Entities	42	29	16	9	3	23
Federal Government Agencies	23	12	4	1	4	13
Underwriters/Foundations	16	8	8	3	3	4
Total*	230	141	122	76	47	97

* Multiple responses were permitted for both the sources and intended uses of funds. For example, 34 licensees cited Direct State Appropriation as their source of funds; of that number, 25 said the intended use of those funds was for general support, 35 for instructional programming, etc.

G. Changes Since 1981-82

Since 1981-82 was a year of financial cut-backs for many public broadcasters, this study attempted to capture changes in the postsecondary instructional services provided by public television licensees during the one year period from FY 82 to FY 83. Licensees were asked to report whether their postsecondary instructional service (programming, service, financial support) had increased, stayed the same or decreased during that period.

Despite the general economic hardships of the past year, most public television licensees have been able to maintain their level of postsecondary service since 1982-82.

Table V-7
CHANGES IN POSTSECONDARY INSTRUCTIONAL SERVICE SINCE 1981-82

	Increased	Stayed The Same	Decreased	Response	No Response
# In-service Series Distributed	25%	68%	7%	90	52
# Formal Series Distributed	40	44	16	133	9
# Informal Series Distributed	38	57	5	92	50
# Broadcast Series Distributed	41	46	13	123	19
# Nonbroadcast Series Distributed	27	65	8	82	60
# Instructional Personnel	9	85	6	113	29
Overall Financial Support	33	46	21	111	31

The greatest increase reported was in the number of broadcast series, reported by 41% of the responding licensees, followed closely by formal and informal postsecondary series distribution. The greatest decrease reported was in overall financial support, reported by 21% of the responding licensees.

VI. Future Educational Services

A. Plans for Distribution of Educational Programming

Slightly more than one third of the licensees reported that they plan to increase broadcast distribution for each type of postsecondary programming (in-service, formal and informal), while only about 16% reported plans to increase broadcast distribution of K-12 programming. In other words, licensees plan to increase postsecondary programming by a ratio of 2:1 over K-12 programming. (See Tables V-1 and V-2.)

Among those planning to increase distribution of programming by cable, formal postsecondary programming was the type most frequently reported (47%). The only area for which more than 10% of licensees expected to decrease distribution is in the broadcasting of K-12 programming (12%).

B. Involvement with Other Technologies

When asked to report on technologies that they anticipated becoming involved with over the next two years, licensees listed computers, teletext/videotext, and audio/radio as the areas in which they had developed plans. About half (84) reported that they plan to become involved with computers, while about 20% (33) plan to offer teletext or videotext services.

Over three quarters of all licensees (120) anticipated that the demand for television series with interactive components would increase in the next two years. Furthermore, 81% anticipated that over the next two years television and computers will have formed an alliance as instructional technologies.

Table VI-1

FUTURE PLANS FOR K-12 PROGRAMMING DISTRIBUTION BY CURRENT USERS (xx's) AND NONUSERS (oo's), 1982-83

I = Increase, NC = No Change, D = Decrease

```
N of
Licensees   Broadcast        Cable            ITFS             Video Cassette

90—              xx
                 xx
80—              xx
                 xx
70—              xx
                 xx
60—              xx
                 xx
50—              xx
                 xx
40—              xx
                 xx
30—              xx                                            oo
            oo   xx               oo               oo          oo
20—         xx   xx               oo               oo          oo
            xx   xx   xx          oo               oo          oo   xx
10—         xx   xx   xx          xx   xx          xx   xx     xx   xx
            xx   xx   xx          xx   xx   xx     xx   xx   xx     xx   xx   xx
0————————————————————————————————————————————————————————————————————————————
            I    NC   D           I    NC   D      I    NC   D      I    NC   D
% of Total  14%                   15%              15%              18%
(168)
```

xx's — number of licensees distributing K-12 series in indicated mode in 1982-83; i.e., current users.

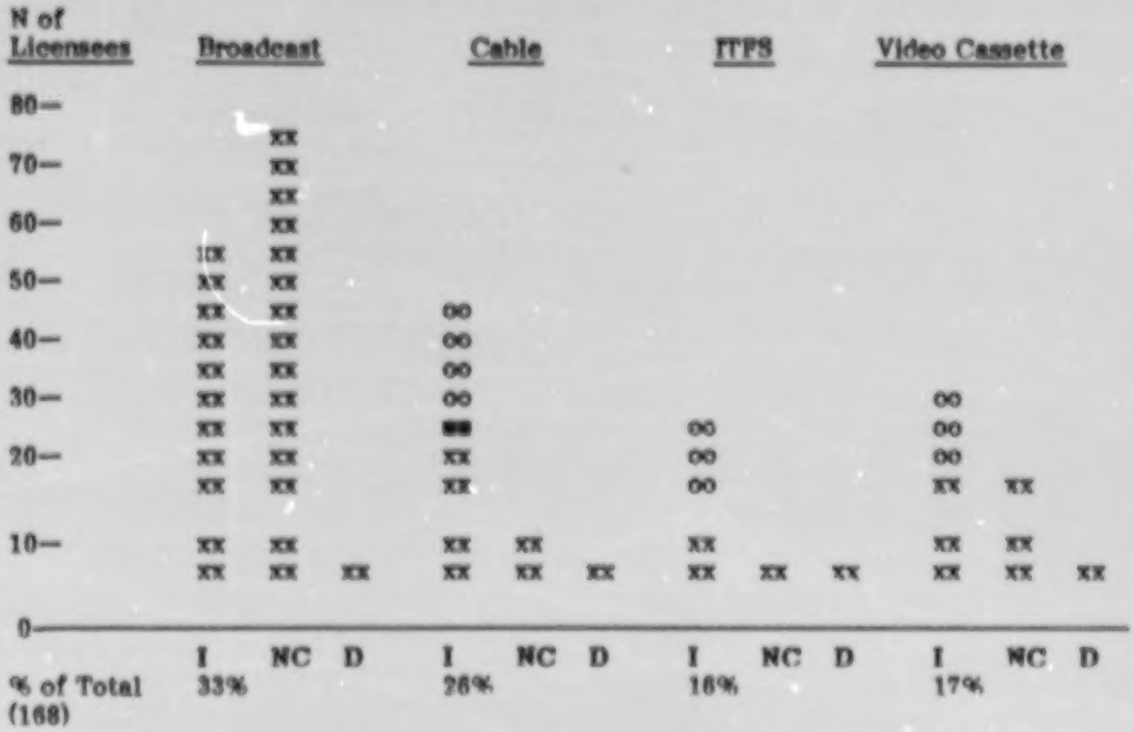
oo's — number of licensees <u>not</u> distributing K-12 series in indicated mode in 1982-83; i.e., nonusers.

This chart shows that:

- about 15 % of all licensees plan increases in each of the broadcast and nonbroadcast modes;
- licensees already distributing series by broadcast (current users) account for the major part of the increase projected for that mode;
- the areas of planned increase for nonusers are in nonbroadcast distribution. Over half of the increases in all three nonbroadcast modes are new entries into that area, rather than merely expansion of an existing service.

Table VI-2
FUTURE PLANS FOR FORMAL POSTSECONDARY PROGRAMMING DISTRIBUTION BY CURRENT USERS (xx's) AND NONUSERS (oo's), 1982-83

I = Increase, NC = No Change, D = Decrease



xx's — number of licensees distributing Formal Postsecondary series in indicated mode in 1982-83; i.e., current users.

oo's — number of licensees not distributing Formal Postsecondary series in indicated mode in 1982-83; i.e., nonusers.

This chart shows that:

- about one third of all licensees (55 out of 168) plan increases in broadcast distribution; licensees currently distributing series by broadcast account for all of the increase projected;
- about a quarter of all licensees (43 out of 168) plan increases in cable distribution;
- about 16 % of all licensees plan increases in ITFS distribution (27 out of 168) and 17% plan increases in videocassette distribution (29 out of 168);
- of those licensees not currently distributing in the various modes in this year (non-users), the areas of planned increase are in nonbroadcast distribution;
- increases in nonbroadcast distribution modes are split almost equally between current users planning expansion of an existing service and nonusers planning to initiate distribution.

C. Perceived Needs

All 168 licensees were asked to speculate on future trends and directions of their K-12 and postsecondary educational services.

Licensees were asked to rank training needs for the next two years. Strongest needs were reported for the areas of Marketing Techniques (ranked 1 or 2 by 59 licensees), Needs Assessment Techniques (34 licensees), Utilization Services (33 licensees) and Community Outreach programs (28 licensees).

In the interest of collecting information that will help to direct planning efforts, licensees were asked to specify the greatest needs or problems facing those who provide educational television programming and services during the next two years. Responses fell into several categories: funding and financial problems (103 licensees), help with dealing with new technologies (41 licensees), quality educational programming that meets needs of audiences (41 licensees), attitudes of faculty and administrators (23 licensees), and marketing (14 licensees).

More specificity was requested in a question that provided licensees with the opportunity to list organizations from whom they would like more assistance, and the type of assistance that group should provide. Funding topped the list of types of assistance (36 licensees), followed by group buys (22 licensees), training (16 licensees), new technology (14 licensees), and more national underwriting for ITV (13 licensees). CPB, PBS/ALPS, and national and regional organizations were each mentioned by about 25 licensees as organizations that could help with these concerns.

VII. REPORTED PUBLIC TELEVISION INSTRUCTIONAL INCOME AND EXPENDITURES, FY 1982

A. Background

An adjunct to CPB's Annual Financial Survey of public television licensees gathered information concerning the portion of each licensee's annual budget that is reported as directly attributable to instructional services. This was a "noncertifiable schedule" (i.e., unaudited). Since many of the instructional income and expenditure items are merged with other accounting categories, and must in some way be split out, some licensees may not follow standard accounting criteria in reporting the figures when providing this information. Throughout most of this chapter, FY 82 income and expenses are discussed in terms of current dollars. Section E seeks to put the FY 82 financial data into perspective by providing further analyses that adjust for inflation by converting current dollars to constant dollars, and comparing those constant dollars with instructional dollars reported in FY 78, the last time this financial data was collected.

In 1982, financial income was reported by 151 of the 168 public television licensees. The exact number of licensees providing instructional services in 1981-82 (FY 1982) is not known. We do know, however, from the educational services survey of public television licensees, which is the major focus of this report, that 159 PTV licensees provided K-12 and/or postsecondary instructional programming or programming and support services in 1982-83. Therefore, although these financial data were reported for 1981-82 (FY82) and the educational services survey data described in this report were reported for 1982-83 (FY83), the two sets of data can be juxtaposed with some confidence.

Licensees did their best to estimate the portion of their station revenues and expenses that were attributable to instruction. Upon close examination of the data, we find that 14 licensees reported instructional expenditures but no income directly attributable to their instructional services: two licensees reported K-12 expenditures but no K-12 income and 12 licensees reported postsecondary expenditures, but no postsecondary income. In addition, three licensees reported postsecondary income but no postsecondary expenses. Therefore, the data contained in this report are likely to under report the total systemwide income and expenditures directly attributable to instruction.

B. Definition of Financial Terms

In order to understand the relative financial status of instruction within the public television industry selected financial terms used in the reporting process are defined below:

Direct Income - refers to all station monetary revenue (for community licensees) or direct support (such as an operating budget for noncommunity licensees).

Indirect Income - applicable to noncommunity stations only, represents that portion of the licensee's indirect costs that is attributable to the station's operations (including the value of the space provided to the station) i.e., non-cash support provided to the station by its licensee allocated in proportion to the station's use of the parent institution's resources.

In-kind Income - any significant nonmonetary support received by the station from outside the licensee. Inkind support may be either services or property and is based on the fair market value of the services or materials provided.

Because indirect and in-kind income represent nonmonetary revenue they do not appear on licensee books as expenditures per se. However, because they are in effect expensed as soon as they are received, indirect and in-kind income are considered as both income and expenditures in this analysis. All figures in this report represent broadcast and nonbroadcast operations.

C. Instructional Income

Table VII-1 shows that $76.7 million was reported as total instructional income in 1982. Instructional income represented 13 percent of the total station income reported by 151 licensees in 1982. The comparable figure for FY 78 was $59 million, which represented 15% of station income targeted for instructional purposes reported by 137 responding licensees at that time.

Direct instructional income accounts for $64.2 million of the total instructional income: $47.7 for K-12 services and $16.5 million for postsecondary services.

In addition to direct instructional income, another $12.5 million was reported in indirect and in-kind income: $8.7 million for K-12 services and $3.8 million for postsecondary services.

Table VII-1

SUMMARY OF FY 82 INSTRUCTIONAL INCOME

(in millions)

(N=151)

	K-12 Income	Postsecondary Income	Total Instructional Income
Direct	$47.7	$16.5	$64.2
Indirect	1.9	2.1	4.0
Inkind	6.8	1.7	8.5
TOTAL	$56.4	$20.3	$76.7

Instructional Income as a Percentage of Station Income. Table VII-2 shows the relationship of instructional income to station income. On the average, direct instructional income represents 12% of the total station direct income; indirect instructional income averages 18% of the total station indirect income; in-kind instructional income averages 21% of station in-kind income. Overall, stations reported an average of 13% of their total income was for instructional purposes.

Table VII-2

RELATIONSHIP OF FY 82 INSTRUCTIONAL INCOME TO STATION INCOME

(in millions)

N=151

	Instructional Income	Station Income*	Percent
Direct	$64.2	$540.6	12%
Indirect	4.0	21.8	18
Inkind	8.5	40.8	21
TOTAL	$76.7	$603.2	13%

*Represents station income only for the 151 licensees reporting instructional income.

Table VII-3 shows the average instructional income by type of licensee. State network licensees reported the largest average budgets for K-12 instructional income and were second only to university licensees in reporting the largest average budget for postsecondary services.

Sources of Instructional Income. Table VII-4 illustrates the sources of direct instructional income reported by licensees for both elementary/secondary (K-12) and postsecondary levels. As a group, state boards and departments of education or other state government or agency sources and state and other tax-supported colleges and universities constituted the largest single source of instructional income. One reason for this was the large instructional budgets of 27 state networks.

Table VII-3

AVERAGE INSTRUCTIONAL INCOME BY TYPE OF LICENSEE, FY 82

(N=151)

Type and Number of Licensees	Level of Services and Number of Respondents	Average Reported Income
All Reporting Licensees (151)	K-12 (117)	$407,839
	Postsecondary (102)	161,437
Community (62)	K-12 (52)	276,570
	Postsecondary (34)	82,898
University (49)	K-12 (26)	128,240
	Postsecondary (40)	232,407
Local Authority (13)	K-12 (13)	670,551
	Postsecondary (10)	89,600
State Network (27)	K-12 (26)	818,619
	Postsecondary (18)	191,987

Table VII-4

Breakdown of FY 82 Instructional Income

	1982 Instructional Television Income		
	K-12	Post-Secondary	Total K-12 + PS
	(in thousands)		
1. List Total Income from Schedule A, Line 18 $ 540,567			
Of Total Income on Schedule A, Line 18, what amount is for instructional services from the following sources?			
2. Federal Government Agencies (e.g. NTIA Facilities Grant, NEH, NSF)	$ 747	$ 426	$ 1,174
3. Public Broadcast Entities A. CPB-CSG	3,299	1,156	4,455
B. Other (e.g. PBS-SPC production payment, PBS Adult Learning Service)	463	374	837
4. Local Boards and Departments of Education or Other Local Government or Agency Sources	13,184	3,290	16,474
5. State Boards and Departments of Education or Other State Government or Agency Sources	28,205	3,998	32,203
6. State and Other Tax-Supported Colleges and Universities	369	5,036	5,404
7. Private Colleges and Universities	1	635	636
8. All Foundation Sources	646	102	748
9 Business and Industry	358	880	1,238
10. Others (Specify) ________	445	570	1,015
11. Total Instructional Income (Sums of Lines 1-10)	$ 47,717	$ 16,467	$ 64,184
12. List Total Indirect Administrative Support, Schedule B, Line 8 $ 21,826			
12a. Indirect Income Attributable to Instructional Services	1,916	2,096	4,012
13. List Total Nonfederal In-Kind Contributions, Schedule C, Line 12 $ 40,819			
13a. In-Kind Income Attributable to Instructional Services	6,753	1,736	8,489
14. Total Instructional Services Income (Sum of Lines 11, 12a, 13a)	$ 56,386	$ 20,299	$ 76,685

D. Instructional Expenditures

Licensees were asked to report the portion of their total operating expenditures devoted to instructional expenses. Table VII-5 shows the stations' combined instructional expenditures as well as the amount assigned to K-12 and postsecondary services.

Licensees reported spending an estimated $85.8 million on educational/instructional services in FY 1982. This is approximately 14% of the total licensee expenditures reported by the 151 licensees for that year. The comparable figure for FY 78 was $58 million which represented 17% of the total expenditures reported by the 137 responding licensees in that year.

Direct instructional expenditures totaled $73.3 million in 1982: $53.3 million at the K-12 level and $20.0 million at the postsecondary level.

TABLE VII-5
SUMMARY OF FY 82 INSTRUCTIONAL EXPENDITURES
(in millions)
N=151

	K-12 Expenses	Postsecondary Expenses	Total Instructional Expenses
Direct	$53.3	$20.0	$73.3
Indirect	1.9	2.1	4.0
In-kind	6.8	1.7	8.5
TOTAL	$62.0	$23.8	$85.8

Instructional Expenses as a Percentage of Station Expenses. Table VII-6 shows the relationship of instructional expenses to station expenses. On the average, direct instructional expenses represent 13 % of the total station direct expenses; indirect and in-kind instructional income are in effect expensed as soon as they are received and so are added to direct instructional expenses. The station indirect and in-kind expenses were 18% and 21% respectively. Overall, stations reported that an average of 14 % of their total expenses was for instructional purposes.

TABLE VII-6
RELATIONSHIP OF FY 82 INSTRUCTIONAL EXPENSES TO STATION EXPENSES
(in millions)
N=151

	Instructional Expenses	Station Expenses*	Percent
Direct	$73.2	$561.3	13%
Indirect	4.0	21.8	18
In-kind	8.5	40.8	21
TOTAL	$85.7	$623.9	14%

*Represents station expenses only for 151 licensees reporting instructional expenses.

Instructional expenditures at the K-12 level were highest for local authority and state network licensees (Table VII-7). At the postsecondary level, instructional expenditures were highest at university and state network licensees.

Sources of Instructional Expenditures. Table VII-8 shows the breakdown of FY 82 instructional expenses. One third of the total expenditures was for transmission of instructional programs, while 24% went toward salaries for instructional personnel. Both of these percentages are virtually the same as the figures for 1978. Acquisition, design, and production of instructional programs accounted for 23% of instructional expenditures, compared with 17% in 1978. Expenditures for K-12 services in 1982 were over two-and-one-half times as large as expenditures for postsecondary services.

Table VII-7

AVERAGE FY 82 INSTRUCTIONAL EXPENDITURES BY TYPE OF LICENSEE

Type and Number of Licensees	Level of Services and Number of Respondents	Average Reported Expenditures
All Reporting Licensees	K-12 (129)	$412,984
(151)	Postsecondary (116)	172,101
Community	K-12 (59)	259,978
(62)	Postsecondary (41)	172,356
University	K-12 (30)	207,598
(49)	Postsecondary (44)	253,068
Local Authority	K-12 (13)	662,534
(13)	Postsecondary (11)	82,287
State Network	K-12 (27)	855,383
(27)	Postsecondary (20)	215,206

Table VII-8

Breakdown of FY 82 Instructional Expenditures

	1982 Instructional Television Expenses		
	K-12	Post-Secondary	Total K-12 + PS
		(in thousands)	
15. List Total Expenses from Schedule F, Line 9 $ 561,316			
Of Total Expenses on Schedule F, Line 9, what amounts were applied to the following instructional television expenses?			
16. Amounts applied to instructional salaries	$ 13,678	$ 4,160	$ 17,838
17. Amounts applied to acquisition of instructional programs:			
Group Buys			
A. Through Regional Network Group Buy	1,903	132	2,035
B. Through PBS from SPC, SIP	584	189	773
Individual Licensee Purchases			
C. Library Rentals (e.g. PBS Video, AIT, GPN)	1,026	189	1,215
D. Local Production from Other Public Broadcast Entities	175	53	228
E. Other—Commercial Syndicators, etc.	833	80	913
18. Amounts applied to design and production of:			
A. National Programs	1,987	3,642	5,629
B. Other than National Programs	3,436	2,123	5,559
19. Amounts applied to transmission of instructional programs	16,655	4,813	21,468
20 Amounts applied to printed instructional materials	1,641	86	1,727
21. Amounts applied to office support of instructional service	3,890	1,668	5,558
22. Amounts of support services from other station departments (e.g. Public Relations, Art, Management) applied to ITV services	4,183	1,562	5,745
23. Other instructional expenses (Please specify)	3,284	1,266	4,550
24. Total Instructional Expenses (Sum of Lines 16-23)	$ 53,275	$ 19,963	$ 73,238

E. Interpretation of Findings

Two steps were required in order to place the FY 82 financial data in perspective by comparing it with reported instructional income for FY 78, the last time these financial data were collected. First, only those licensees who reported instructional income for both FY 78 and FY 82 were selected for analysis. Second, an inflation adjusting factor* for the years between FY 78 and FY 82 was applied to the FY 82 current dollars so that comparative data could be expressed in terms of constant dollars.

One-hundred twenty-four licensees reported financial data for both FY 78 and FY 82. The 25 licensees who reported instructional income only in FY 82, and consequently were dropped from the comparative analysis, accounted for $4.5 million or only 6% of FY 82 instructional income dollars reported.

The 124 licensees reporting in both years reported a total of $72.3 million in FY 82 instructional income, up 22% from FY 78. After adjusting for inflation however, this represents a decrease of 17% from FY 78.

In current dollars, all major sources of income increased their contributions to public broadcasting revenues, but after adjusting for inflation, only income from private colleges, foundations, business, and licensees' application of CPB Community Service Grant (CSG) dollars to instruction increased, and then the increases were modest. Increases in FY 82 instructional income from those sources, in constant dollars, ranged from $11,000 to $271,000.

Table VII-9 shows FY 82 instructional income first in current dollars, then in constant dollars after adjusting for inflation for the group of 124 licensees. Finally, Table VII-9 shows the difference, in constant dollars and percent change, between FY 82 and FY 78 by income source.

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* All references to "adjusting for inflation" denote conversion to constant dollars by use of the Consumer Price Index for Urban Wage Earners, as reported by the Bureau of Labor Statistics. The adjustment factor for FY 78-82 is 1.4777.

Table VII-9

FY 82 INSTRUCTIONAL INCOME IN CURRENT DOLLARS AND CONSTANT DOLLARS AND CHANGE FY 78-82 (IN CONSTANT DOLLARS)

(Amounts Shown are for Stations Reporting in Both FY 82 and FY 78)

	Current $ FY 82	Constant $ FY 82	FY 78	$ Change FY 78-82	% Change FY 78-82
Federal Government	$1,174,000	$794,000	873,000	- $79,000	- 9%
Public Broadcasting/CSG	4,135,000	2,798,000	2,534,000	+ 264,000	+ 10
Other Pubcast Entities	556,000	376,000	868,000	- 492,000	- 57
Local Governments	16,000,000	10,826,000	13,189,000	- 2,363,000	- 18
State Governments	30,541,000	20,668,000	26,861,000	- 6,193,000	- 23
State Colleges/Universities	4,965,000	3,359,000	2,964,000	- 395,000	- 13
Private Colleges/Universities	617,000	418,000	407,000	+ 11,000	+ 3
Foundations	735,000	497,000	516,000	- 19,000	- 4
Business	680,000	460,000	189,000	+ 271,000	+ 143
Other	997,000	674,000	619,000	+ 55,000	+ 9
Instructional Indirect	3,702,000	2,505,000	2,678,000	- 173,000	- 6
Instructional In-Kind	8,189,000	5,549,000	7,313,000	- 1,764,000	- 24
TOTAL	72,300,000	48,924,000	59,011,000	- 10,087,000	- 17

Denotes conversion of FY 82 current dollars to constant dollars by use of the Consumer Price Index for Urban Wage Earners, as reported by the Bureau of Labor Statistics. Adjustment for inflation for years between FY 78 and FY 82 is 1.4777.

VIII. SUMMARY OF ITFS USE BY PUBLIC TELEVISION LICENSEES

CPB obtained data on public television licensees' involvement in Instructional Television Fixed Service (ITFS) in a timely and cost-effective fashion by adding a one page ITFS Tearsheet to the December mailing of the regularly scheduled Survey of Public Television's Educational Services at no additional cost.

The study was conducted to determine current and planned uses of ITFS by public television licensees and to update information previously collected (1980, CPB/NAPTS). Comparisons between this year's study and the 1980 CPB/NAPTS Study must be made with caution because the 1980 study had only a 58% response rate compared to this year's 100% response rate.

Of the 170 public television (PTV) licensees 100% responded by mail or phone to the two-page ITFS Tearsheet as follows:

23 PTV licensees, represented by 18 survey respondents, currently hold an ITFS license and/or operate an ITFS system. Twelve PTV licensees are currently operating the system for which they hold the license, 3 systems are inactive and 3 PTV licensees operate a system for which someone else holds the ITFS license.

145 PTV licensees do not hold an ITFS license or operate an ITFS system. Of those 145 —

> 49 (34%) report they plan to establish ITFS systems within the next 2 years. PBS has filed ITFS license applications in 36 of the communities represented by these 49 licensees.
>
> 96 PTV licensees report they have no plans to establish ITFS systems in the next 2 years. However, PBS has filed ITFS license applications in 39 of the communities represented by these 98 licensees.

168 TOTAL NUMBER OF PTV LICENSEES

- Among those 145 PTV licensees not currently involved in ITFS, PBS is playing an important role. The establishment of public television's National Narrowcast Service seems to be an essential element in their plans for future involvement in ITFS.

- Those 23 PTV licensees currently involved in ITFS have taken the initiative to expand their current systems and establish new systems, independent of PBS's efforts.

Current Use

- Current ITFS channels serve (in rank order) college level instruction, K-12 instruction, in-service/professional development, informal adult education, public service information and hospitals.

- Current receive sites are located (in rank order) at colleges and universities, elementary/secondary schools, cable head-ends, business/industry, government and hospitals.

- Most, though not all, of the current activity reported was in two-channel ITFS systems.

- The heaviest use of ITFS systems by current users is between 9:00 AM and 3:00 PM. There is minimal use between 6:00 p.m. and 12:00 and virtually no use between 12:00 a.m. and 6:00 a.m. However, PBS' proposed National Narrowcast Service, if authorized by the FCC, might greatly increase public television's use of ITFS.

Planned Use

- Those currently with ITFS systems who plan to expand their systems (or establish new ones) indicated that these planned ITFS channels will serve (in rank order) college-level instruction, hospital services , in-service/professional development, informal adult education, data transmission, public service information and K-12 classroom instruction. More licensees reported plans to increase service to hospitals than to any other group.

- Among the 49 PTV licensees not currently involved in ITFS who plan to establish new ITFS systems, 24 were able to indicate the planned uses for their new systems. The planned ITFS channels will serve (in rank order) in-service/professional development (21 responses), public service information (18), college level instruction (17), hospitals, informal adult education, K-12 instruction (15 each) and data transmission (9).

- 21 out of these 49 licensees were able to specify where their planned receive sites will be located. The planned receive sites will be located (in rank order) at colleges/universities (17 responses), hospitals (14), elementary/secondary schools (13), business/industry (13), government (11), private nonprofits (11) and cable head-ends (10).

- Most (63%) of these licensees plan to establish four-channel systems.

The survey form that was used to collect the ITFS data appears in Appendix A. Due to the high incidence of multiple response questions and space constraints, the survey form is not filled in with aggregate numbers.

IX. INNOVATIVE EDUCATIONAL PROGRAMMING OR SERVICES REPORTED IN THE PUBLIC TELEVISION EDUCATIONAL SERVICES SURVEY, 1982-83

The Public Television Educational Services Survey included a special form that invited respondents to describe any unusual or innovative educational programming or services they were providing. The transcribed responses, arranged by content category and within categories alphabetically by state (including the name of the person to contact for further information) appear below:

TELECONFERENCING

Alabama Network, Birmingham, AL /Henry Bonner

Teleconferencing within the state for educational organizations (e.g., 2-year colleges, State Dept. of Education, universities)

KCET, Los Angeles, CA /Eleanor English

While KCET has not yet produced teleconferences, we are a reception center for groups such as the Bar Association, Chrysler Corporation, and the National University Teleconferencing Network.

KPBS, San Diego, CA /Kathleen Goodfriend

We are currently an active teleconference receive site, both for PBS CONFERSAT and PSSC. KPBS hosted 17 teleconferences in 1981 and 30 teleconferences in 1982.

KRMA, Denver, CO /Dan Flenniken

Teleconferencing — both receive and produce/uplink capability.

WHMM, Washington, DC /Sydney O. White

In 1981 WHMM conducted a major teleconference on developments in medical research at Howard University's College of Medicine. The link was between the University of Nairobi, Kenya and H.U. Medical School. Similar linkages are planned between H.U. School of Medicine and Centers of the University of the West Indies at Jamaica, Barbados and Trinidad campuses later this year.

WMFE, Orlando, FL /Hugh R. Fisher

Teleconferencing business is growing. We average at least two a month, mostly for professional associations or private.

WETV, Atlanta, GA /D. C. Royal, Production Manager

We do as much teleconferencing as possible.

WSIU, Carbondale, IL /Bill Meyers

We are providing downlink services for teleconferences.

We are quite interested in uplinking Continuing Education Programs to other universities and for professional associations.

WTTW, Chicago, IL /S. Anders Yocom Jr.

Station is active in teleconferencing.
Station is developing programming for STV and pay-cable distribution.

WTIU, Bloomington, IN /William Kroll

We also provide teleconferencing services.

WGVC, Allendale, MI /Carol Mims, Carrie Corbin

WGVC-TV offers to clients its facilities as a downlink site for teleconferences coming from WESTAR IV. Generally the signal is fed from master control to the meeting rooms of the Grand Valley State Colleges Campus Center. The meeting rooms are warm and well designed; food service is readily available. We are eager to expand our teleconference business and have scheduled to date for this fiscal year 12 teleconferences for six clients. This is already a 200% increase over last year.

WTVS, Detroit, MI /Jerome K. Trainor

National Teleconference "To Educate the People," November 1982.

KCPT, Kansas City, MO /Donna Gardner

Provide teleconferences (arranged by PBS).

WNED, Buffalo, NY /Anthony Buttino

Initiated teleconferencing on a statewide basis with the New York State Education Dept.

WOUB/WOUC, Athens, OH /Marvin Bowman

Actively market our educational programs directly or indirectly to targeted groups.

Encourage originating and receiving teleconferences. We are initiating a very low-cost studio for local businesses.

WOSU/WPBO, Columbus, OH /Bruce Mathews

We are equipped to produce video teleconferences for clients in the public and private sector. Ohio State University, licensee of WOSU, is a partner in Columbus Teleport, which will construct and operate an uplink within the year.

Oklahoma Network, Oklahoma City, OK /Malcolm Wall

It is our hope that through the use of a portable satellite uplink we will be able to expand a teleconferencing network statewide.

Oregon Public Broadcasting - Portland, OR /Stephen Johnson

Video teleconferencing (through PBS Confersat) is offered at KOAP-TV in Portland as a receive site. The nearest uplink is in Seattle, so it is currently very expensive to originate a teleconference in our studios in Portland.

WQED, Pittsburgh, PA /Dianne Colbert, Rita Goldman

Educational Services Department assisting QED Enterprises is providing teleconferencing for various institutions and organizations. Our service has included producing educational print materials to support the knowledge base of the teleconference.

Developing and producing teleconferences has enhanced our ability to provide innovative educational programming.

South Carolina ETV Network, Columbia, SC /Ruth C. Sproat

South Carolina ETV and the State Board for Technical and Comprehensive Education are cooperating fully in expanding South Carolina State Government's ability to teleconference or transact business and convey information electronically. Thanks to this cooperation, South Carolinians are provided a highly cost-effective alternative to the traditional business meeting. Teleconferencing is serving the state's educational and business needs by moving ideas instead of people.

KERA, Dallas, TX /Waid Blair

KERA will originate teleconferences when specifically requested by any group or organization. There is a charge for this service.

KCOS, El Paso, TX /Kathy Burnett, Program Coordinator

We do provide teleconferences for business organizations whenever available. We only started Nov. 1982. We were involved with Blairsat, but no longer since it folded. We are not involved in any real technical projects because we do not have the facilities, people or funds.

KUHT, Houston, TX /
Very active teleconferencing activities.

KUED, Salt Lake City, UT /Cindy Ridd

KUED is providing teleconferencing services. We have an average of 1-3 teleconferences per month. Usually these are held in our studio. Clients range from commercial businesses (such as: Chrysler, Massachusetts Mutual) to educational clients (such as Project Best and Association of University Women, etc.).

We also provide teleconference services to our University of Utah Hospital. We pick up the signal and patch it up to the Medical Center.

WNVT, Annandale, VA /Dee Bethke

WNVT works with the 15 school divisions of Northern Virginia and the Department of Education in the Commonwealth of Virginia. We are engaged in some exciting projects to help prepare our schools and communities for the integration of a wide variety of state-of-the-art technologies in the classroom, one of which is teleconferencing. Other WNVT projects are listed in other categories of this report.

WHRO, Norfolk, VA /Larry Crum

While we are taking part in national teleconferences, our future may well include work with hospitals, state agencies, etc. However, today we are seeking grants from local businesses to assist them with their training efforts. After all, we have been producing educational programming for more than two decades, and here is a target of opportunity to broaden our educational mission.

KTPS-KCKA (PMN), Tacoma, WA /Len Ehly

We do teleconferencing of school administrators' meetings in local schools via cable channel (midband).

WSWP, Beckley, WV /Ruth Callahan

Since 1974, West Virginia stations have been fortunate in being able to provide quality educational offerings to distant learners through the West Virginia Board of Regents telecourse program. At some point, we had over 4,000 enrollments and have registered more than 10,000 enrollments in West Virginia's public institutions since our beginning.

We offer teleconferencing site hospitalities to our school systems and college communities and, if there is a need, deliver teleconference opportunities on a tape-delay basis without charge to our consumers.

WWVU, Morgantown, WV /Judi Parker

We are currently producing monthly teleconference presentations for the West Virginia Rehabilitation Training Center. They are currently serving as the national center on rehab. training. They will broaden their scope and are applying to NTIA for a satellite uplink for WWVU-TV. The teleconferences have had to use PSSC's services the past two years.

COMPUTERS AND RELATED TECHNOLOGY

WTIU, Bloomington, IN /William Kroll

We are currently in production of a new credit course, entitled "Programming for Microcomputers" in conjunction with the Indiana University School of Education.

Kentucky ETV, Lexington, KY /Harry Hinkle

Coordinating agency for task force on microcomputers in education in Kentucky.

Technical staff is providing service for repair of video equipment.

Telemedia Studies for school districts.

KWCM, Appleton, MN /Ansel Doll

Broadcast Computer Users Group — computer resource people will be in the studio to explain local application of computers, what's new in hardware and software, and to be available for call-in questions.

Funded, in development stage.

KUON, Lincoln, NE /Lee Rockwell

Videodisc research project funded by CPB and other agencies. One of major U.S. projects to explore production, premastering, and microcomputer interface for instructional uses of videodisc.

Line 21 text service: (1) news and information for the hearing impaired; (2) agricultural information for farmers, ranchers and agribusiness.

New Jersey Network, Trenton, NJ/Walter Freas

NJN is working cooperatively with the Educational Testing Service in Princeton, New Jersey in the production of an interactive Computer Videodisc Project. This disc will be one of the most interactive yet produced. The programming is designed to provide math skills for the intermediate level.

WNET, New York, NY /Don Skelton

Quality print materials to accompany prime-time programming.

"Choosing and Using Technology" seminars.

WOSU/WPBO, Columbus, OH /Bruce Mathews

We are associated with Cranston-Csuri, a leading computer graphics producer in the Midwest.

WNVT, Annandale, VA /Dee Bethke

Recently WNVT was instrumental in the organization of a Northern Virginia Regional Education Technology Consortium for the purpose of regional sharing, planning, training, and purchase of technology for classrooms.

KTPS-KCKA (PMN), Tacoma, WA /Len Ehly

We have plans to interface and network local district computers (in school) via cable hard-line. Working with cable company on this.

INTERACTIVE TV/ELECTRONIC TEXT

KPBS, San Diego, CA /Kathleen Goodfriend

KPBS recently completed an interactive videotext project funded by CPB. KPBS developed a videotext component for the KPBS-produced series Understanding Your Investments. The videotext screens served as a kind of "electronic classnotes" and featured weekly self quizzes, glossary of terms, market barometers, stock watch, ordering of course materials through home shopping channel, as well as review notes for each of the 12 lessons. The videotext component utilized the COX cable INDAX system.

KUON, Lincoln, NE /Lee Rockwell

Videotext (interactive cable) research and demonstration project jointly funded by CPB and Cox Cable Communications to offer college-level independent study courses. First major PTV project to address interactive system for instruction.

WUNC (The University of North Carolina Center for Public TV), Raleigh, NC /Mr. Paul F. Vandergrift

Teletext - Agricultural information for North Carolina's farm community.

WOUB/WOUC, Athens, OH /Marvin Bowman

Preparing video elements for interactivity with a computer for "international" language training in English.

WCVE, Richmond, VA /Dr. Ida J. Hill

Developing interactive TV programs in social studies and calculus.

Radio-Television Services, Washington State University, Pullman, WA /Guy W. Ueckert

We at Washington State University are doing several courses on live two-way interactive television via microwave cooperatively with the University of Idaho. We have plans to extend this two-way interactive telecourse activity to Spokane in cooperation with higher education institutions in that city.

ITFS/CABLE

KMPT, Fresno, CA - Kathryn Kendig, ITV Director

Fresno County Department of Education is currently developing "PATC" (Public Access Telecommunications Consortium) in cooperation with Fresno City College (2-year) and

California State University, Fresno (4-year). Goals envisioned are programming on Fresno Cable Company's community access (C.A.) channel during 1983-1984; soliciting information from community agencies as to local cable developments and community interest in C.A. channels; provision of advice and information to cable franchisers and franchisees; provision of programming to cable via ITFS on behalf of local colleges an other community agencies that would involve credit/non-credit courses, programs for licensing, diplomas, accreditation, certification, etc. TARGET AREA: Central San Joaquin Valley.

We also plan to do more "teleconferencing" format in connection with informal in-service/staff development programming during 1983-1984 on behalf of our County Department of Education and interested K-12 districts in 1983-84.

In conjunction with ITFS development, hospitals, law enforcement agencies, fire departments, churches, and government have indicated their interest in receiving program services via ITFS and/or ITFS/Cable combination of local and PBS origin.

WTTW, Chicago, IL /S. Anders Yocom Jr.

Station is developing programming for STV and pay-cable distribution.

WUCM, University Center, MI /Thomas E. Haskell, Program Director

We have recently installed and are currently testing three ITFS transmitters. Distribution is to cable company head-ends, thence to school buildings, community education centers, etc. Major hurdle to further programming and development of services is lack of funding for hiring qualified personnel to do the required work.

KLVX, Las Vegas, NV /John K. Hill

Recently, we started broadcasting to our ITFS system to four metro police department substations. Metro and Television Services have cleared their training film library for this type of telecast and transferred the film to tape. Metro has also produced training and information programs that are available to the line officers for in-service training.

The programs are broadcast over our four ITFS transmitters during the nonschool hours. We are investigating scramblers so that special programs could be broadcast during school hours.

WVIZ, Cleveland, OH /Thomas A. Valenti, Director of Educational Services

ALTV — We are planning an Adult Learner Television channel using ITFS to reach cable head-ends. Local colleges and other adult learning agencies will provide courses and services on this 7-day-a-week channel.

KSPS, Spokane, WA /Claude Kistler

School District #81/KSPS-TV is providing all of its K-12 services to schools via a 5-channel cable system. The channels are managed via a 10-member consortium board. Two- and four-year colleges are beginning to use the system for credit telecourses. Our educational services to the community via the 5-channel system is improving each year.

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PRODUCTION

KQED, San Francisco, CA /Claire W. Schooley

KQED is beginning to work on a significant expansion of the present ELECTRIC CLASSROOM (name given to all our formal and informal adult education series). Although plans are still in the formative stage, we hope to focus on areas of greatest need as assessed by our informal survey. Those are Health, Personal Finances, Transitions (Jobs, Personal), Computers, Consumerism. For each of these major areas we will develop a major learning package including:

1. Series with dynamic host (noncredit)
2. Materials to accompany series
3. Acquisitions on the topic
4. Products which can be sold
5. College credit series with same host for CODART use (different version from noncredit general audience version)
6. Events held at Bay area location in connection with series
7. Tie in with magazines which emphasize these areas. Ex., Esquire, Running, Computerland, Forbes (what the tie-in is is not clear at this point).

KRMA, Denver, CO /Dan Flenniken

Interesting collaboration with the BBC for production of a postsecondary Geology series.

WTIU, Bloomington, IN /William Kroll

We are currently in production of a new credit course, entitled "Programming for Microcomputers," in conjunction with the Indiana University School of Education.

Kentucky ETV, Lexington, KY /Harry Hinkle

Arts Express - new series - approach to art education.

WGBH Educational Foundation, Boston, MA /Michele Korf

We are currently working on an innovative curriculum offering at the post-secondary level that builds on our upcoming Vietnam program series (available through ALPS). At the secondary level, we continue to make our Nova science series accessible for teaching purposes through teacher guides.

WNED, Buffalo, NY /Anthony Buttino

READING RAINBOW: a summer reading national series for the beginning reader is a follow-up to initiating new and good quality programs to the summer child viewer. The summer market should continue to be explored and analyzed.

Plan to develop new, more general educational quality ITV programs for broadcast during daytime hours. New daytime audiences — adult, business, and industry, etc. — sought.

WNPE, Watertown, NY /Peter Burnash

PROGRAMMING: We are currently in production of 8/15 - minute programs on career education for northern New York students. We are also producing a series which will play in both nighttime and ITV hours on local history. We are continuing our high school quiz program, now in its 3rd year.

WVIZ, Cleveland, OH /Thomas A. Valenti

PROGRAMMING: We will soon begin production of an Arts/Crafts series to feed via ITFS to children in hospitals. A kit that will accompany the series will have everything in it that a child would need to do the projects in bed or a wheel chair.

WOSU/WPBO, Columbus, OH /Bruce Mathews

We are developing machine-controlled videotapes to provide realistic simulations for Chinese language oral drill and practice.

KVZK, Pago Pago, American Samoa

KVZK, in conjunction with the local Dept. of Education, has in the past two years provided programming services of an innovative nature, including the following:

1. The live videotaping of public Flag Day performances by over 20 high school student winners in the territory's annual Speech Festival.
2. Studio videotaping of the territory's annual Spelling Bee Final.
3. Studio videotaping of a series of elementary English Language Arts programs in both English and Samoan that are modeled upon The Electric Company format. The series of 13 half-hour programs has re-established a local awareness of the potential of ETV programming in support of the local Department of Education's English curriculum in the middle elementary grades.

WKNO, Memphis, TN /Anna Cathryn Ball, ITV Coordinator

Currently producing a computer literacy series for grades 4-8.
Projected available date: Fall 83. Twelve 15-minute programs plus Teacher's Guide.
General Objectives:

To introduce students to the world of computers and the impact of computers on work.

To provide students with an entry-level understanding of computers, particularly microcomputers.

To develop in the students the ability to evaluate the capabilities of microcomputers based on proposed applications.

To encourage students to think in a logical, sequential manner, a skill essential to effective use of the computer in solving problems.

To provide students with the necessary information to develop simple programs in BASIC.

WCVE, Richmond, VA /Dr. Ida J. Hill

Laying plans for the development of a complete credit course for calculus beyond the teacher-oriented classroom.

Producing driver safety and banking series.

KYVE, Yakima, WA /Wendy Warren, Producer

HAND IN HAND is a locally produced series of 2½minute segments aimed at parents of young children. Each one presents something that parents can do with their children that is neither expensive nor complicated. The cast consists of several local families with their children. These segments are broadcast in the evening schedule and next to SESAME STREET, which many parents watch with their little ones. On Sunday, 30 January 1983, we are broadcasting a special half-hour HAND IN HAND.

Wisconsin ETV Network, Madison, WI /Dr. Thomas De Rose, Mgr. ITV Program Development

Cutting edge curriculum development:

1. World Cultures (with Agency for Instructional Television) grades 6 - 8.
2. Out and About - social skills, part 1; science, part 2 (kindergarten).
3. Wisconsin Then and Now (Wisconsin History).
4. Local History - NEH Youth Project.
5. High school science - interactive video - genetics (in development).

HOSPITALS

WTIU, Bloomington, IN /William Kroll

The Medical Education Resources Program of the Indiana University School of Medicine is doing some new and innovative programming for hospitals, using its Medical Television Network, which interconnects 54 hospitals in the state of Indiana. Some examples are a Medical Education Videocassette Mailing Network which includes 138 hospitals and 7 centers for medical education; development of a patient television network; and the production of medical education programming materials.

For further information regarding programming by the Medical Education Resources Program, contact Dr. Beverly Hill, Director, Medical Education Resources Program, I.U. School of Medicine, 926 W. Michigan St., Indianapolis, Indiana, 46223.

WNYE, Brooklyn, NY /Amy Addison-Licamell

Service not provided by WNYE-TV, but provided by American Women in Radio and Television, Inc.

A.W.R.T. supports a hospital project for long-term patients in children's wards called SOARING SPIRITS. This program is approximately 10 years old. A.W.R.T. chapters in various states sponsor hospitals. The hospital must provide the VCR playback equipment or in-house closed circuit programming equipment. The chapters provide program cassettes appropriate for the patients. A.W.R.T. members screen and approve programming to make sure it would not disturb the patient. For example, screens with car accidents or someone getting burned would not be appropriate.

This project is in approximately 80 hospitals throughout the country. I am currently the National Chair of this project for A.W.R.T.

WQLN, Erie, PA /Tom McLaren

WQLN is broadcasting four hours per week from St. Vincent Hospital — one hour per day. The program is the morning "round" focusing on one particular medical problem presented by a staff doctor or nurse. Although originally intended for the other hospitals within our signal area, the general public has become very interested in the lectures.

South Carolina ETV Network, Columbia, SC /Ruth C. Sproat, Director for Higher Education

Approximately 1,000 medical programs are coordinated and distributed over ETV's closed circuit lines to 31 teaching hospitals and to 15 viewing sites belonging to the Department of Health and Environmental Control. Medical and health-oriented programming are broadcast weekly on open circuit channels. Other services provided: videotape and duplicating services, consulting services on planning, design and production. Innovations include satellite tele-communications and instructional programming over ETV's two-way viewing system.

WDCN, Nashville, TN /Wayne Puckett

An effort is being made to interest HCA (Hospital Corporation of America) in investigating how the professional needs of staffs in hospitals they own might more economically be served in-part through PBS Adult Learning. HCA is Nashville-based and owns/operates over 500 hospitals around the world. They have their own production dept. for producing video for training., are presently installing a dish and finances appear to be the least of their problems. I have made it clear that there is interest in investigating jointly with PBS how their needs could be served as existing plan will not accommodate; however, am continuing to make efforts to communicate with appropriate HCA personnel as past communication has been with production administrative staff.

CAREERS/COUNSELING

WCBB, Lewiston, ME /France Shea

Jobline: A weekly prime-time half hour that offers information on available local jobs, creative methods for finding jobs and discussion of employment problems.

WPSX, University Park, PA /Gary E. Miller

In 1982, we produced a live call-in special for the PENNARAMA cable network service called GOING TO COLLEGE. This 90-minute program features the Deans of Admissions from the three Commonwealth Universities in Pennsylvania — The Pennsylvania State University, Temple University, and University of Pittsburgh — who answered questions from parents and prospective students on how to prepare for college, how to select a college, student aid, and so forth. We expect to do this on an annual basis in the future.

For Penn State courses offered over WPSX-TV and PENNARAMA, we produce a series of half-hour preview programs. These programs give prospective students an opportunity to learn about the courses from their Penn State instructors, to see clips of the programs, and to find out about degree programs into which the individual courses fit, about student services available, and about enrollment procedures and what will be expected of them as students. Four half-hour programs are produced for each of three scheduling periods; these have become the major source of information for prospective students.

Midway through each schedule, we produce a half-hour counseling program. This program focuses on study tips, counseling services available through the university, and so forth. The objective is to help students who may be having trouble and to help students better understand the Independent Learning process at Penn State.

IN-SERVICE/WORKSHOPS/TRAINING

WMFE, Orlando, FL /Hugh R. Fisher

Beginning in February 1983, WMFE-TV will be offering a series of in-service training programs through the American Medical Association called PHYSICIAN'S FORUM. The series will be broadcast in the early morning and has been underwritten.

KWCM, Appleton, MN /Ansel Doll

KWCM delivered or is developing programming for business and industry training in the following areas:

- Videocassette training for retail sales.
- Basic electricity AC-DC circuits broadcast training in conjunction with weekly labs at technical schools (58 students).
- Training site for barbers using cassettes.
- Two studio teleconferences were broadcast, using microwave system.

Representatives of 3M Company, Bell Telephone, and U of M discussed with rural area business owners the impact of technology on rural small business (and the opportunity). The audience phoned in questions during this 1½hr. live broadcast "workshop on the air."

WNPE, Watertown, NY /Peter Burnash, Director of ITV

Services: We have found that teachers are not aware of ITV when they first come out of college. Therefore, we are now conducting ITV workshops of introduction for those in Teacher Education at area universities and colleges.

WPSX, University Park, PA /Gary E. Miller

For the K-12 service, we have begun to produce on-air in-service programs to help teachers better use series in the K-12 schedule. The first of these was an hour-long live call-in special on GIVE AND TAKE (an AIT series). The program was funded by the Pennsylvania Department of Education and featured the Dean of Penn State's College of Education, a curriculum specialist from the Pennsylvania Department of Education, and the Director of the Center for Economics Education at Bloomsburg State College.

South Carolina ETV Network, Columbia, SC /Ruth C. Sproat, Director for Higher Education

Adult and continuing professional education — Several hundred thousand adults have been involved in organized classes using basic and continuing professional education series for doctors, dentists, lawyers, food handlers, bankers and many other groups.

Business and industry — In partnership with the Educational Resources Foundation (a nonprofit, educational producer of industrial and business training programs), S.C. ETV produces 27 programs with over 65 individual titles designed to maximize the human resources of business and industry in a wide variety of areas.

Law enforcement training — A monthly closed-circuit series on ETV keeps law enforcement officers abreast of the latest developments in their field.

Service to state agencies: ETV assists other agencies and departments of state govenment with their internal training, informational and audio-visual requirements. Another vital part of ETV's interaction with other state agencies is in the utilization of the closed-circuit system to hold meetings and workshops via electronic communications.

KLRU, Austin, TX /James A. Ullrich

We are working on a school staff development workshop which will teach teachers how to adapt, in a simple way, linear programs and make them interactive — level I — without re-editing the program. Our first public workshop will occur on January 14.

KEDT, Corpus Christi, TX /G. Kroloff

"Teacher Talk" a live monthly forum featuring a creative educator, nominated by his professional peers. This provides recognition for outstanding teaching as well as an exchange of information opportunity.

WNVT, Annandale, VA /Dee Bethke

WNVT works with the 15 school divisions of Northern Virginia and the Department of Education in the Commonwealth of Virginia. We are engaged in some exciting projects to help prepare our schools and communities for the integration of a wide variety of state-of-the-art technologies in the classroom.

WNVT staff conducted 582 hours of workshops in the use of small camera operation, 1/2" and 3/4" equipment, film, and interactive video in the classroom.

WCVE, Richmond, VA /Dr. Ida J. Hill

Completing In-Service: gifted and talented series for teachers. Edited presentations of national authorities.

KTPS-KCKA (PMN), Tacoma, WA /Len Ehly

We use cable midband channel to conduct in-school training for local vocational-technical institute.

UTILIZATION SERVICES

KAWE, Bemidji, MN /Bobbie Kuchta

One very effective utilization activity that we have initiated is called "Teacher for a Day." Realizing that teachers are very tired at the end of the school day, I decided that if I could get them involved during the day, I'd have an easier time. I met with principals and formulated a plan to prepare certain TV lessons that I would teach in any classroom in the elementary schools schools of our School Television Council. Teachers signed up for a time and a lesson appropriate to their grade level. I chose lessons from some of the new series to introduce them and some from old stand-bys. I hoped that by example, teachers would learn how their students could benefit from a well-prepared TV lesson. While I was teaching the teacher remained in the room with me, observing. Before the lessons started I handed each teacher a copy of the teacher's guide so that they could see that most of my ideas weren't original but taken directly from the teacher guides. Some teachers also learned that these guides existed!

WVIZ, Cleveland, OH /Thomas A. Valenti, Director of Educational Services

PTVA - The Parents' Television Association is a organization sponsored by the Educational Services Department of WVIZ and the WVIZ Women's Council. It will publish a quarterly newspaper dedicated to helping parents make a positive, controlled and productive use of TV and computers in the home.

New Jersey Network, Trenton, NJ /Walter Preas

During school year 1982-83, New Jersey Network has become involved in two new nonbroadcast distribution services. First, a Master Videotape Lending Library Consortium has been established with 11 County Audiovisual (film) Commissions and two regional intermediate units. This service provides the member agencies with master videotape copies of programming for which New Jersey Network has purchased or negotiated long-term leases. Five secondary series have been distributed through this service for 82-83.

In addition, during this school year New Jersey Network has been working cooperatively with the New Jersey Department of Education and Higher Education to provide K-12 ITV programming over the Cable Television Network of New Jersey. This statewide cable interconnect run independently by the Cable Television Association of New Jersey is a statewide cable channel which will carry 75% public service programming and 25% commercial programming. It is anticipated that as much as 66 hours of educational programming will be carried on this cable interconnect channel by June of 1983. The interconnect began operation on January 17, 1983 with 33 hours of K-12 and postsecondary programming.

Oklahoma Network, Oklahoma City, OK /Malcolm Wall

We are trying to make the necessary steps to get beyond the initial period of introduction of ITV into the classroom. Utilization is virtually absent from our system thus teachers are on their own if ITV is to be used.

We do not get lost in the pie-in-the-sky of ITV and have several years of hard work ahead to reach the point that many states have already passed. Given the tough political/economic times, it is even more difficult.

It is our hope that through the use of a portable satellite uplink we will be able to expand a teleconferencing network statewide.

TELECOURSES

KYUK, Bethel, AK /Victoria M. Foote

I'm trying to get the school district to understand and use ITV to their advantage at this point.

With our local college I'm trying to show them how one instructor can use a telecourse with audio-conferencing as a back-up to reach 16 different villages and not leave town! In the future, we are considering following a course in our studio to allow a teacher to translate and further explain questions. This would create a more interactive class.

WPBN, Orono, ME /Erik Van de Bogart

Teleseminars for relicensing real estate professionals are presented with interactive telephone, up to 36 hours (1981-82) of programming broadcast statewide to serve widely dispersed clientele, save travel time, dollars, etc. 1982-83 will be the third year of this service which takes place during ITV time during school vacation, February, April, May.

WGBH Educational Foundation, Boston, MA /Michele Korf, Director of Educational Activities

We are exploring several possibilities for servicing the professional continuing education market through cassette distribution and accompanying print (also cable and narrowcast). Several videodisc projects are in the works for training and informal learning. WGBH has an ongoing teletext experiment in the schools (secondary level), and captioning is a regular service. As a way of tackling important questions in curriculum, educational programming and technology, we are in the process of setting up academic institutional alliances and regular collaborative relationships.

New Jersey Network, Trenton, NJ/Walter Freas

We are involved in the attempt to establish a statewide television based degree- granting curriculum in cooperation with the To Educate the People Consortium. We are interested in working towards a coherent curriculum for credit learning through television.

South Carolina ETV Network, Columbia, SC /Ruth C. Sproat, Director for Higher Education

During 1980-81 the S.C. ETV Network broadcast a total of 101 courses for college credit via its open and closed circuit networks. A total of 3,866 students were enrolled in credit courses.

KAMU, College Station, TX - Dr. Mel Chastain

KAMU and Texas A&M are cooperating with the University of Texas to establish a network with satellite uplinks on most of our campuses and receivers at our research and extension centers throughout Texas.

Some formal college courses will be taught at remote campuses by satellite from the main campuses.

Many short courses for business and industry now taught on campus will be available by satellite nationwide.

KCTS, Seattle, WA /Ron Ciro

For some time college-level telecourses have been scattered throughout the Channel 9 schedule, and in the Fall of 1982 we combined them in one easy-to-promote Saturday morning schedule. All our credit (and noncredit) courses are on the air between 9:30 a.m. and noon on Saturdays and that block of programming is promoted as SATURDAY COLLEGE ON CHANNEL 9. Each quarter's SATURDAY COLLEGE schedule is previewed a week in advance of its start date with a special program produced in-house which includes interviews with the local instructors who will be teaching the courses. Samples of the video portions of the courses are shown.

Being easier to promote, we feel that a consistent schedule of Saturday morning telecourses helps to build habitual viewing among those adult learners who we are trying to reach. It will also attract underwriters who can associate with the entire SATURDAY COLLEGE concept.

WSWP, Beckley, WV /Ruth Callahan

Since 1974, West Virginia stations have been fortunate in being able to provide quality educational offerings to distant learners through the West Virginia Board of Regents telecourse program. At some point, we had over 4,000 enrollments and have registered more than 10,000 enrollments in West Virginia's public institutions since our beginning.

In addition, our graduate college in this region, WV College of Graduate Studies, offers a unit devoted to television in their Human Development postgraduate curriculum. To have a qualified instructor available from the public television station has helped them provide an innovative service to their students — mostly teachers and administrators. Personally, I like the idea that they consider television's effect on our society important enough to consider using it in a class called Human Development. The six weeks of teaching is a voluntary/community outreach effort which I enjoy, and being of use to the community as a public television employee hones my communication skills and offers the opportunity of increasing our viewing public via the behavior changes they go through during the class. This is a popular class — about 80 enrollments each semester — and I enjoy the weekly opportunity enough that this is my third year of providing assistance.

As for "cutting edge curriculum," I'd say that our titles and numbers speak for themselves — everything from informal viewing of American Short Story and Writer's Workshop, to a computer series, financial programming and career-oriented broadcasts, for credit and enjoyment.

We get ratings with our Saturday morning viewing — college telecourses being run against network cartoons.

When PL 94-142 went into effect, we did an open broadcast for in-service through our Regional Education Service Agency, at a time selected by their representative school systems. . .a crashing bore for 1½ hours with forms, but useful to the 50,000 teachers.

WHA, Madison, WI /Marilyn L. Sieg

We will be using the Educational Telephone Service Network more and more. It is being used now with one or the other telecourse, but I see a future when it will become a natural companion to telecourses.

PURCHASE OF EQUIPMENT

KTEH, San Jose, CA /Dr. Peter Craske

A group-buying program to enable financially pressed school districts to acquire state-of-the-art television equipment.

Details in attached CMLEA Journal.

Four hundred forty-four 19" color sets placed in coverage area classrooms since August 1981. Additional placements on-going and 108 sets ready for distribution to contracting school districts in Fall 1983. ITV usage in 1981/82 up 73% over 1980/81, as a direct result.

Surveys that were attached are on file at CPB.

WCFE, Plattsburgh, NY /Rodney A. Saunders, Director, Office of Instructional Telecommunications

WCFE-TV has just completed its Lease/Purchase Equipment Project II. For the last two years monies have been made available by our board of trustees with which we are able to purchase playback video equipment and 19" TV sets in quantity at a good price. Area schools are then able to enter into an agreement to either purchase the equipment outright or to spread the purchase via a lease arrangement for up to three years at which time they own the equipment. This has been very successful and has provided TV equipment which has increased in-school utilization by providing teacher planning and scheduling flexibility.

Area schools are already inquiring about a third project.

X. RECENT RESEARCH AND EVALUATION ACTIVITIES REPORTED BY PUBLIC TELEVISION LICENSEES

The Public Television Educational Services Survey included a form that encouraged respondents to describe with us any recent research or evaluation studies they had conducted on the use and impact/effectiveness of educational programs or services (broadcast or nonbroadcast) in their area. Their transcribed responses were designated as either "use" or "impact/effectiveness" studies and were arranged within those designations alphabetically by state. The entries also include the name of the person to contact for further information.

Use Studies

KMTF, Fresno, CA /Kathryn Kendig, ITV Director

Teacher Program Evaluation Survey conducted by ITV Office in 1980-81 and 1981-82. Forms sent to all contracting schools in adjoining counties served by KVK-21 (ITFS) and KMTF.

KPBS, San Diego, CA /Dr. David Dozier, Journalism Dept.

Evaluation of the KPBS Interactive Video Project was conducted by the Center for Communications, San Diego State University. The evaluation was conducted by Dr. David Dozier, who is currently conducting similar videotext research for the Center.

KRMA, Denver, CO /Mary Lou Ray

1982 Colorado Instructional Television Survey Results — all 181 Colorado School Districts participated.

(Survey results on file at CPB)

Idaho Network, Boise, ID /Rudy Leverett

An ITV user questionnaire was distributed November 30, 1982. As of January 12, 1983, 56 % of 563 schools had responded. Questions on the survey included:

- Use of the ITV service (72% of those responding use the ITV service).
- Reason for not using the ITV service (technical problems were most frequently cited).
- Number of teachers who use ITV as a fraction of the total school staff (only 39% answered question correctly; average of 50% of teachers use ITV).
- Average number of days that ITV is used in the school (66% of respondents reported an average of 2.66 days per week).

(Memo from which above was abstracted is on file at CPB.)

WILL, Urbana, IL /Elaine S. Harbison

An annual ITV utilization study is conducted by WILL-TV.
Title: 1981-82 ITV Utilization Study - Final Report, July 82

A survey of teachers in 201 public and private elementary schools throughout Eastern Central Illinois was conducted in January of 1982 to assess actual classroom use of the Instructional Television Broadcast Services offered by WILL-TV, Urbana, to enrolled schools, and to assist in the determination of programming and services required to meet the expressed needs of enrolled schools during the 1982-83 Broadcast System.

The response rate of teachers has increased 1% compared to last year and 11% over the last four years.

The majority of ITV uses are still "live" as broadcast. However, there is an increase in the reported uses of videotape recorded by schools when broadcast for delayed use by teachers. Teachers who use ITV and have the teachers guide for the series they use reported the instructional value of ITV in the classroom as 4.047 on a five-point scale (5 is the highest value), a rating consistent with evaluations of previous years.

The final report includes six sections: an introduction including background, general objectives, methodology and organization of the report; the response rates with an analysis by school; results of Part I of the survey; results of Part II of the survey; a summary section; and 11 tables reporting the data collected.

Kentucky ETV, Lexington, KY /Harry Hinkle

Arts Express Series Evaluation

Annual Utilization Surveys
- Teacher - random school sample
- School - sent to all schools

KCPT, Kansas City, Missouri /Dr. Agatha TeMaat

A "Utilization Questionnaire 1982-1983" was administered to teachers and coordinators in early 1983. For 100+ series, respondents were asked questions for (1) viewing mode, (2) total number of lessons viewed to date, (3) average number of students that viewed one particular lesson in a series, (4) grade of students, (5) curriculum area series was used for, and (6) a rating of the series/program.

(A copy of the questionnaire and the computer data runs are on file at CPB.)

KUON, Lincoln, NE /Lee Rockwell

Several evaluation reports have been completed by the videodisc unit and are available directly from the unit.

A final report on the current videotext (interactive cable) project will be issued by March 15, 1983.

KLVX, Las Vegas, NV /John K. Hill

"Instructional Television Utilization, 1981-82"

Instructional Television's (ITV) yearly statistical utilization information regarding television use by elementary teachers in the Clark County schools has been provided to our office by the District's Department of Research and Development. The information provided in this report is an analysis of the information received from Research and Development.

Conclusions: The 1981-82 ITV/Research and Development Utilization Survey finds similarly what has been the case over the last ten years—high teacher television utilization which is illustrated by 83.8% teachers viewing one or more programs per week. The 1980-81 utilization survey showed only 78% of the teachers viewing one or more programs per week.

This study established, for the first time since instructional television's inception in the Clark County School District, an average daily television use of 60%, which shows the daily effectiveness of television use in education.

(Year End Report, 1982, from which above was abstracted, is on file at CPB)

New Jersey Network, Trenton, NJ /Walter Freas

New Jersey Network is conducting a random survey of secondary schools assessing needs for instructional television services. It will be completed in March 1983 and we will share results after that time.

KNME, Albuquerque, NM /Jon Cooper, General Manager

A formal evaluation of the Fall 1982 telecourses broadcast by KNME-TV is underway. It is being completed by the University of New Mexico's Telemedia Activities Service Center (TASC) but is not yet available. Previously, TASC evaluated all the telecourses broadcast in New Mexico.

"Telecourse Evaluation from TASC Report to Federal Funding Agency," November 1982 and "Questionnaire Results from TASC Report to Federal Funding Agency," November 1982, are on file.

WNYE, Brooklyn, NY

No research activities at present, although in the past we have conducted ITV utilizaton surveys which were mailed to each principal in the NYC School System. This survey was conducted only on a limited basis in 1982 due to limited personnel on staff.

WCFE, Plattsburgh, NY /Rodney A. Saunders, Director, Office of Instructional Telecommunications

Each year around the Thanksgiving holiday WCFE-TV participates with the eight other public TV stations of the New York Network in three days (9 a.m.-3:30 p.m.) of preview of new ITV series being considered for inclusion in the next year's schedule.

Teachers are asked to view samples from the series under consideration, rate them and indicate their recommendations for next year via the form we call the Ballot.

These forms, videotaping tallies from schools filling teacher requests and curriculum specialists' ratings of programs, are analyzed by a committee of educators which makes programming recommendations to a larger committee which represents all the school districts within our broadcast area (some don't receive off-air and must relay on videotaping).

This larger committee called the Instructional Television School Service Committee makes the final ITV programming recommendations to WCFE on behalf of all the teachers we serve.

WGTE, Toledo, OH /Mary Richter

Instructional Television Survey

The Department of Educational Technology at the University of Toledo surveys the member population of WGTE-TV in their use of daytime instructional television. The survey serves as a means for examining the nature and extent of ITV use by individual teachers and as a source of input for program selection and service to member schools.

(Survey form on file at CPB)

Oregon Public Broadcasting, Portland, OR /Stephen Johnson

We are planning (currently designing) a survey of usage of instructional television on the K-12 level in Oregon. It will be similar to the CPB survey format. It should be complete by June or July 1983.

State Department of Education, ITV, South Carolina /Clyde Green

Reports Attached:

1981-82 South Carolina Instructional Television and Radio Annual Report

1981-82 Utilization Study Final Report — Office of ITV and Radio, S.C. Department of Education

South Carolina ETV Network, Columbia, SC /Ruth Sproat, Director for Higher Education

Beginning on January 12, 1983, and for several weeks following, the higher education department in the division of continuing education at S.C. ETV will be conducting a needs assessment of the postsecondary institutions in South Carolina. The survey, to the extent possible, will consist of a personal visit to the institutions presently on our closed-circuit multi-channel network, which is being converted to ITFS, and to those we want to encourage joining. Topics to be covered include the following: an update on new delivery systems and how they might be used on individual campuses; an identification of the educational areas which have suffered from budget cutbacks and how they might be continued through television instruction; the opportunities existing for the sharing of human and physical education resources through television; and the continued promotion of PTV3, PBS's Adult Learning Service.

WKNO, Memphis, TN /Anna Cathryn Ball, ITV Coordinator

WKNO-TV Annual Report, Instructional Television, 1981-82
Annual Report, Instructional Television 1979-1980, WKNO-TV - WJLT-TV*
WKNO-TV Annual Report on Instructional Television, 1980-81*

*Listed in ERIC

WDCN, Nashville, TN /Wayne Puckett

Phone survey to determine how many viewers are watching Adult Learning courses who are not enrolled for credit is planned prior to holidays.

KUED, Salt Lake City, UT /Margaret Thorne

Last school year, 1981-82, KUED took a survey of approximately 150 telestudents registered in our area. The returns were excellent: 139 returned the completed survey. Some students took more than one telecourse.

The survey revealed that the average student is 30 years or younger, female, and working. The survey revealed that word of mouth was the way they heard about the telecourse most; also the price to take a telecourse is high and we lost students and a college sponsoring telecourses because of the high cost.

(Survey results on file at CPB)

WHRO, Norfolk VA /Larry Crum

COMMUNITY OF LIVING THINGS evaluation; refer to Mary Sceiford at CPB for a copy of this extensive evaluation, which reflects student response to pilot programs in the series.

1982 ITV SURVEY SUMMARY

During the 1981-82 school year WHRO telecast 87 instructional television series which included approximately 1,500 different programs amounting to more than 1,000 hours of instructional programming for students and teachers in grades K-12. Programs were provided in all subject areas and grade levels, including staff development programs for teachers and other educators.

The 1982 ITV Survey indicated that 96% of the 291 schools in WHRO's service area use ITV and more than 4,000 teachers use programs from approximately three series each year, providing an estimate of 360,000 student uses of ITV series during the school year. RAISIN' UP! and WRITING TIME, both WHRO productions, continue to be two of the most popular and highly utilized ITV series.

The survey was mailed to 16 school divisions. Fifteen school divisions responded. The survey revealed that there were more than 3,300 television sets available for classroom use and approximately 400 videocassette machines. One hundred and fifty-five schools have a closed-circuit system.

Thirty-six % of the educators who use ITV use programs directly off air/cable; 38% use videocassette playback; 24% use equally off air and cassette.

(Survey results on file at CPB)

WCVE, Richmond, VA /Dr. Ida J. Hill

Currently completing a formative study on driver education series. Will send copy if contacted in March.

Regularly conducts production studies on individual programs in target audience urban, rural and suburban schools (copy enclosed).

Completed a study on "The Effectiveness of Productive Techniques on Comprehension and Attention." (Being considered for publication.)

Published "A Study on the Effectiveness of Instructional Television" prepared in cooperation with the Bureau of Educational Research, University of Virginia, 1977.

KVIE, Yakima, WA

Annual K-12 Utilization Survey.

KCTS, Seattle, WA /Nicola Jack

Every year KCTS/KCTO conducts an ITV Utilization Survey of teachers in contracting school districts (copy of survey on file).

Approximately 8,500 surveys were distributed to participating districts for Kindergarten through High School teachers with the following results:

> There were 3,565 responses, for a 42% return rate — the highest rate of return in the last three years.
>
> The total number of responses from Jr/Sr High School teachers has doubled from last year, with a substantial increase in the number of Jr/Sr High teachers reporting that they use ITV in their classrooms.
>
> Over 50% of all teachers responding to the survey indicated that they use ITV in

their classrooms. The total number of identified ITV users has increased by 17% from last year.

An increased opportunity for ITV use has been facilitated by greater access to color TV receivers in classrooms or buildings. The total number of teachers with direct access to TV receivers has doubled in the last two years.

Access to VTR's has increased 20% over the last three years with over 30% of the teachers reporting that they use a VTR "regularly."

The TOP FIVE ITV series 1981-82 listed in order of usage:

Elementary	Jr/Sr High
Let's Draw (Pri Art)	Draw Man (Int-Adult Art)
All About You (Pri Sci)	NOVA (Jr/Sr Sci)
Bookbird/Cov to Cov I (Pri LA)	Once Upon a Classic (Int-Adult LA)
Storybound/Cover to Cov II (Pri LA)	Write On (Int-Sr High LA)
Slim Goodbody (Pri/Int Health)	Community Living Things (Jr/Sr Sci)

Impact/Effectiveness Studies

WETA, Washington, DC /Charles Hobson, Vice President, Special Projects

SPACES, a six-part science series designed to encourage minority children to enter science and technology-related careers is currently in production. The pilot program for SPACES was evaluated in four cities during the month of December: Washington, D.C., Boston, Albuquerque, and Oakland, CA. The evaluation was conducted by InterAmerica Research Associates, and consisted of —

Teacher Evaluation
Written Questionnaire for Students
Oral Questionnaire for Students
Fourth Grade Attention Profile (timed in 10-second intervals)

WGVC, Allendale, MI

Telecourse Evaluation - Conducted by one of the local colleges to determine the satisfaction level of students enrolled in a telecourse. Forty-six people responded.

(Summary of results on file at CPB)

WKAR-TV, East Lansing, MI

Beginning in 1979, IPTV has been surveying high-enrollment courses using television to ascertain student attitudes toward the use of television in teaching. These data are used by faculty members and producer-directors to improve the quality of televised instruction at MSU.

Mississippi ETV, Jackson, MS /Dottie Kicklighter

Titles of recent reports:

- "ITV Usage Related to School Achievement"
- "ITV Researcher Award brochure"
- "Formative Evaluation of Post Scripts"
- "Report of Evaluation of MS ITV Skills Telex"
- "Study of the Relationship Between Structural and Non-structured Reading Achievement"

(CPB has one copy of each report on file.)

WOSU, Columbus, OH /Prof. Rosanne Fortner

Professor Fortner conducted a study to evaluate the effects of television. Students earned equally high test scores when one group watched a television show and another group listened to a teacher's presentation and watched a filmstrip covering the same material.

Fortner is studying television's effectiveness in teaching about water environments because most people say television is their main source of such information. One reason for this could be that television can send out new information faster than that information can be incorporated into textbooks and other classroom materials.

Fortner feels that people should know more about water environments so that they can make wiser decisions about them and other environmental issues.

(Information from which above was abstracted is on file at CPB.)

WSWP, Beckley, WV /Ruth Callahan

"The Effects of Instructional Television Programs on Science and Social Studies Concepts"

In 1978-79, Webster County officials identified two schools with test means well below both state and national averages in the areas of science and social studies. "Project Visions" was launched in 1979-80. Federal Title monies permitted acquisition of equipment. Channel Nine's instructional service was contracted to provide in-service for faculty, program information, utilization, teacher guides and materials. Students averaged 50 minutes per day of instructional time in each subject, science and social studies, with the ITV school using a minimum of three programs per week from public broadcasting.

Webster County test data have been collected for that three-year period and a statistic used to deduce whether instructional televisions's use in content areas can effect the student's ability to conceptualize and improve test scores.

(Survey results on file)

Wisconsin ETV Network, Madison, WI /Dr. Norman Webb, Mgr. Ed. Research

We have a number of ITV effectiveness studies; also triennial survey of use 1982-83, random sample surveys of use and needs grades 1-2, 3-4, 5-6, 7-8, 9-12. It would be a sizeable packet to send. Contact our Manager of Education Research for further information.

Appendix A

Educational Services Survey Instrument
1982-83

Office of Education
CORPORATION FOR PUBLIC BROADCASTING

PUBLIC TELEVISION EDUCATIONAL SERVICES SURVEY

Person(s) Completing This Form:

	Name	Title	Phone
1.			
2.			
3.			

Office of Education
CORPORATION FOR PUBLIC BROADCASTING

Public Television Educational Services Survey
Academic Year September 1, 1982 to August 30, 1983

Notes for Completing This Survey:

The purpose of this survey, as in years past, is to gather systematically a wide range of information on the educational services provided by licensees and their affiliated agencies. Since the information is so broad in scope, it is likely that more than one person will be involved in providing the information for each licensee. For instance, within the licensee, information might be provided by the program manager and fiscal officer in addition to the Instructional Television Director. Outside of the licensee, State Education Department or local school officials should be consulted where they are directly involved in providing the instructional television service. If an outside agency is directly reponsible for providing that service, please forward this survey and notify Joan Katz at CPB.

We recognize that many public broadcasting entities are in the midst of change. We have designed this year's survey to capture those changes, and to allow for the most current and valuable profile of public television's educational services.

This survey is comprised of three sections:

SECTION I deals with ITV programming and/or services provided to elementary and secondary schools and the personnel who are providing those services.

SECTION II deals with post-secondary programming and/or services including formal post-secondary services provided to colleges, universities etc., in-service/professional development and informal adult education.

SECTION III seeks to identify future needs and trends in educational television programming/services. Section III also requests timely information on your current and planned uses of ITFS (page 20/21). This information will be used by CPB and other policy makers presently involved in the FCC's proposed ITFS reallocation slated for decision in January, 1983. It is vital that we receive the ITFS data in December so it can be used in the January FCC proceedings.*

If you have any questions concerning the definitions which follow, or if you need clarification of questions asked, please call Joan Katz, Office of Education, Corporation for Public Broadcasting, (202) 293-6160.

PLEASE COMPLETE AND RETURN THIS SURVEY FORM NO LATER THAN DECEMBER 22, 1982
***IF YOU CANNOT COMPLETE THE ENTIRE SURVEY FORM BY THAT DATE, PLESE DETACH AND COMPLETE THE ITFS QUESTIONS ON THE LAST PAGE AND RETURN IT TO US UNDER SEPARATE COVER BY DECEMBER 22.**

Definitions:

For purposes of this study, educational television series and services will be defined by the audiences they serve. We are asking you to report non-broadcast as well as broadcast activities including ITFS, video cassette and cable - i.e. separately programmed cable channel(s), not just an importation of your normal broadcast signal. Be sure to fill out page 20/21 which deals with current and planned uses of ITFS.

1. Elementary/Secondary (K-12) are those series and services which are intended for use in-school, during school hours on days when school is in session. Consider series such as Sesame Street, Electric Company, 3-2-1 Contact, as instructional series only if they are used in this manner.

2. In-service/Professional Development are those series and services which are aimed at specific instructional objectives and are usually offered in formal settings through colleges and universities, labor unions, professional associations, places of employment.

3. Formal Post-secondary are those series and services which are aimed at specific instructional objectives, are usually used in organized learning environments such as colleges/universities, provide feedback and/or credit to the viewer and are frequently accompanied by learning materials. This category includes credit and non-credit courses.

4. Informal Post-secondary are those series and services which are aimed at general learning objectives, are usually used in the home, provide little or no feedback to the viewer yet are instructional in nature. "How-to" programs (e.g. yoga, gardening, antiques) are included in this category.

Some series can fall between categories or can be assigned to one category or another depending on what use is made of them. For example, The Shakespeare Plays was intended for general use. However, because of the development and availability of ancillary materials it might be used by some as a formal post-secondary course. Colleges might require students to view to The Shakespeare Plays as a supplement to a classroom course. In this case, licensees should consider it a formal post-secondary series.

Note: In the event that a series is being used in both formal and informal settings, consider it as a formal series. Do not report entries twice.

CORPORATION FOR PUBLIC BROADCASTING
Public Television Educational Services Survey

SECTION I: K-12 SERVICES

****** Answer for period September 1, 1982 through August 30, 1983 ******

(Please print or type all responses)

A. CURRENT K-12 INSTRUCTIONAL SERVICES N=168

1. Which K-12 instructional services are you currently providing in 1982-83? (Check one.)

a. 29 Programming only
b. 108 Programming & other services
c. 31 None (go to page 9.)

B. DISTRIBUTION OF K-12 INSTRUCTIONAL TELEVISION SERIES N=128

1. Indicate the number of K-12 instructional television series you are distributing this year, 1982-83, by level and mode. The sum of individual row figures may exceed the TOTAL row figure due to series that are distributed in more than one mode. The TOTAL figure should represent an unduplicated count of ITV series.

DISTRIBUTION MODE
AVERAGE # OF SERIES

LEVEL	TOTAL	Broadcast	Cable*	ITFS	Video Cassette	Other	(Specify)
Elementary	44	42	29	24	28	____	(________)
Secondary	26	22	19	28	26	____	(________)

* i.e. separate channel, not just an importation of your normal broadcast channel. Show here the total number of separate cable channels you program: ________

---

2. Circle the lower and upper grade limits of the K-12 instructional television series you distribute by **broadcast**.

K - 1 - 2 - 3 - 4 - 5 - 6
7 - 8 - 9 - 10 - 11 - 12

---

3. Circle the lower and upper grade limits of the K-12 instructional television series you distributed by **non-broadcast**.

K - 1 - 2 - 3 - 4 - 5 - 6
7 - 8 - 9 - 10 - 11 - 12

4. Are any of the K-12 instructional television series you are providing this year interactive with or adaptable to other telecommunication technologies (e.g. computers, videodisc, radio)?

115 No   11 Yes, interactive with other technologies   7 Yes, adaptable to other technologies

If Yes, please describe: computers (6), audio/radio (4)

C. ANCILLARY MATERIALS FOR K-12 INSTRUCTIONAL TELEVISION SERIES   N=137

1. Are curriculum materials (e.g. Teacher Guides, Student Workbooks) available for any of your K-12 instructional series?   1. 128 Yes   2. 6 No

If **No**, go question D 1, page 3.

---

2. Indicate the **number of K-12 instructional series** for which teacher materials are available in 1982-83:

		AVERAGE #
a. Directly from licensee	a.	38
b. From another agency (e.g. SEA, LEA) for schools in your coverage area	b.	14
c. Directly from producer or distributor	c.	8

---

3. Indicate **number of K-12 instructional series** for which student materials are available in 1982-83:

		AVERAGE #
a. Directly from licensee	a.	2
b. From another agency (e.g. SEA, LEA) for schools in your coverage area	b.	1
c. Directly from producer or distributor	c.	1

---

4. Some licensees distribute guides for individual series and others distribute "combined guides" (i.e. several series described in a single guide). Please estimate the **total number of K-12 indiviudal series and combined guides** (e.g. 2,000, 10,000, etc.) that will be distributed directly by licensee and/or by producers, distributors or other agencies to schools in your coverage area during 1982-83.

a. individual series guides   a. 865,404

b. combined guides   b. 279,180

D. K-12 INSTRUCTIONAL PERSONNEL

1. Person(s) responsible for K-12 instructional services.

At Licensee	At Other Agency (e.g. State Dept of Education)
Name:	Name:
Title:	Title:
Licensee:	Agency:
Address:	Address:

---

2. At the licensee, is this a full-time responsibility? N=137

1. 39 Yes 2. 87 No

If No, indicate what additional responsibilities that person has. (Check all that apply)

- a. 62 Post-secondary services
- b. 11 Licensee management
- c. 31 Programming
- d. 16 Development
- e. 38 Other teleconferencing (11)
  production (8)

---

3. List the number of other K-12 instructional personnel. Exclude the person(s) listed in question D 1 above.

	TOTAL # REPORTED		
	TOTAL (FTE*)	Licensee	Agency
Number of clerical instructional personnel	139	63	76
Number of technical instructional personnel (e.g. field engineers, tape) duplication support)	151	126	25
Number of professional instructional personnel (e.g. utilization, research, instructional design, production)	214	101	113

*Full time equivalent

E. K-12 UTILIZATION SERVICES

1. Are utilization services available? 1. 122 Yes 2. 13 No 3. 3 No Answer

If No, go to question G 1, page 7. If Yes, indicate:

a. Directly from licensee? 1. 56 Yes 2. 29 No

b. From another educational agency? 1. 40 Yes 2. 23 No

1. 23 Both

1. 2 Unspecified

(Specify:________________________)

---

2. List the number of persons from the licensee and/or a related agency currently providing K-12 utilization services on a full-time or part-time basis:

	TOTAL # REPORTED		
	TOTAL	Licensee	Agency
Number of persons providing utilization services Full-time	111	47	58
Number of persons providing utilization services Part-time	194	51	135

---

3. Is an additional fee charged for utilization services? 1. 10 Yes 2. 109 No

---

4. List the types of utilization services you provide: (e.g. school visits, workshops, newsletters etc.)

1. workshops 108	2. school visits 89	3. newsletter/updates 81
4. program info 26	5. presentations 26	6. ITV preview 14

---

5. List any other types of services you provide to the schools: (e.g. production support, field engineering, tape dubbing, etc.)

1. tape dubbing 67	2. field engineerg. 40	3. production suppt 32
4. tape loan/library 16	5. equipment 15	6. presentations 7

---

6. According to the School TV Utilization Study, approximately half of all school have ITV coordinators. If you can, please estimate the number of active ITV coordinators in your coverage area.

TOTAL # REPORTED

a. Number of district level ITV coordinators a. 4,680

b. Number of building level ITV coordinators b. 22,869

7. Are the ITV coordinators in your area responsible for instructional television utilization exclusively or are they involved in classroom teaching and/or the utilization of other telecommunications technologies as well (e.g. computers, videodisc, teletext, films, audio cassettes)?

OF RESPONSES

	ITV Only	ITV and Other Technologies*	ITV and Teaching
District level	16	80	42
Building level	4	53	56

* Please list other technologies; computers - 49; films -42; AV-general - 24; library skills - 20; audio/radio - 19

---

8. Indicate the constituencies which you consult in K-12 programming and scheduling decisions:

# OF RESPONSES
N=120

Scheduling		Programming
a. 42	a. Licensee personnel only	a. 27
b. 60	b. Curriculum content committee(s)	b. 89
c. 48	c. General educational advisory committee (other than curriculum)	c. 62
d. 46	d. State Department of Education personnel	d. 86
e. 84	e. Teacher Survey	e. 106
f. 10	f. Student Survey	f. 26
g. 2	g. Parents	g. 12
h. 15	h. College/university personnel	h. 29
i. 24	i. Other (specify) ________________	i. 20

F. ITV DIRECTOR OPINIONNAIRE

1. What K-12 curriculum emphases are currently in place in the schools you serve? (e.g. basic skills, computer literacy, science, math etc.)

basic skills - 82; computer science/literacy - 68; math - 56; science - 50;

reading - 20

2. What do you think will be the K-12 curriculum emphases in 3-5 years in the schools you serve? Why do you think so?

computer science/literacy - 79; basic skills - 40; math - 35; science - 35;

career/voc ed - 15

3. What do you think causes or prevents a K-12 teacher's use of instructional television/technology as part of his/her instructional program?

lack of equipment - 58; scheduling conflicts - 47; lack of access - 26;

teacher attitudes - 26; administrator attitudes - 20;

4. When teachers do select ITV to use as part of their K-12 instructional program, do they express a preference for lengths of programs, number of series, subjects? Please indicate teacher preferences below if known:

UNSTABLE DATA

	Elementary	Secondary
Length of programs:		
Number of programs in series:		
Subjects:		

5. Who, outside the licensee, provides the major non-financial support for your instructional service, i.e. encourages, promotes its use in the schools? (Check one)

63	Teachers	52	State Department of Education
39	Principals	5	Parent Groups
21	Superintendents	38	Others AV coordinator - 13 Advisory committee - 6
7	School Boards		

G. FINANCIAL SUPPORT OF K-12 INSTRUCTIONAL SERVICE

1. Indicate the source(s) and intended use(s) of funds received in support of your 1982-83 K-12 instructional television service by checking the appropriate boxes below: (Check all that apply.)

OF RESPONSES

	INTENDED USE OF FUNDS				
SOURCE OF FUNDS	General Support	Instruc. Programming	Instruc. Support Services	Ancillary Materials	Other
Direct State Appropriation	37	35	32	23	5
State Department of Education	38	64	47	49	7
Local School District(s)	35	51	43	45	8
Local School Diocese(s)	10	13	10	13	3
University Budget	15	9	5	4	3
Public Bcstg Entities	28	18	10	12	1
Federal Government Agencies	16	8	1	5	2
Underwriters/Foundations	8	22	3	9	0
Other (Specify)	13	11	7	10	5

H. CHANGES IN K-12 INSTRUCTIONAL SERVICE SINCE 1981-82

1. Has your K-12 instructional service (programming, services, financial support) - increased, stayed the same or decreased since last year (1981-82)?

	PERCENT OF LICENSEES RESPONDING		
	Increased	Stayed the Same	Decreased
# Elementary Series Distributed	42%	42%	16%
# Secondary Series Distributed	51%	33%	16%
# Broadcast Series Distributed	42%	39%	19%
# Non-broadcast* Series Distributed	45%	50%	5%
# Teacher Guides Distributed	41%	41%	18%
# Student Guides Distributed	9%	85%	6%
# Instructional Personnel	8%	76%	16%
$ Overall Financial Support	22%	47%	31%

* Includes separate cable channel, ITFS, videocassette and other distribution modes other than your broadcast channel(s).

2. If you reported a change in programming, services or financial support describe the reason for the change:

DECREASES	INCREASES
decrease in funds (40)	more programs/series (27)
ITV de-emphasized	increased financial support (15)
	increased teaching requirements (12)

CORPORATION FOR PUBLIC BROADCASTING
Public Television Educational Services Survey

SECTION II POST-SECONDARY SERVICES

****** Answer for period September 1, 1982 through August 30, 1983 ******

(Please print or type all responses)

A. CURRENT POST-SECONDARY EDUCATIONAL SERVICES

1. Which post-secondary educational services are you currently providing in 1982-83? (Check one)	a. 76 Programming only b. 66 Programming & other services c. 26 None (go to page 16.)

B. POST-SECONDARY EDUCATIONAL PERSONNEL

1. Person(s) responsible for post-secondary educational services.

At Licensee	At Agency (e.g. State Department of Education)
Name: ______________________	Name: ______________________
Title: ______________________	Title: ______________________
Licensee Call Letters: ____________	Agency: ______________________
Address: ______________________	Address: ______________________
______________________	______________________

---

2. At the licensee, is this a full-time responsibility?	1. 16 Yes 2. 123 No
If No, indicate what additional responsibilities that person has. (Check all that apply)	a. 70 K-12 services b. 27 Licensee management c. 53 Programming d. 31 Development e. 44 Other teleconferencing (12) production (5)

3. List the number of other post-secondary instructional personnel. Exclude the person(s) listed in question B 1.

	TOTAL # REPORTED		
	TOTAL	Licensee	Agency
Number of clerical instructional personnel	66	44	22
Number of technical instructional personnel (e.g. field engineers, tape) duplication support)	77	66	9
Number of professional instructional personnel (e.g. utilization, research, instructional design, production)	99	66	33

C. POST-SECONDARY SERVICES

	TOTAL # REPORTED	
1. How many colleges (2- year and 4-year, public and private) are there in your coverage area?	1,018 (2-year)	1,371 (4-year)
2. With how many of those colleges has the licensee established a formal, ongoing liaison?	688 (2-year)	644 (4-year)
3. How many colleges regularly offer formal post-secondary programming via your station?	429 (2-year)	238 (4-year)

4. Do you work with a consortium of colleges? 1. 77 Yes 2. 63 No

If Yes, list the consortium or consortia:

5. Which formal post-secondary programming services do you regularly carry?

121 PBS Adult Learning Programming Service (PBS-ALPS)

9 To Educate The People Consortium (TEP)

11 National University Consortium (NUC)

2 Appalachian Community Service Network (ACSN)

60 Other other PBS pgms - 18

local - 14

D. DISTRIBUTION OF POST-SECONDARY PROGRAMMING (See definitions opposite page 1)

1. Are you distributing **in-service professional development series** in 1982-83?

1. 67 Yes   2. 73 No

If Yes, indicate below the number of in-service/professional development series distributed in each mode. The sum of individual row figures may exceed TOTAL column figure due to series that are distributed in more than one mode. The TOTAL figure should represent an unduplicated count of in-service/professional development series distributed.

TOTAL # OF SERIES

	TOTAL	Broadcast	Cable*	ITFS	Video Cassette	Other
In-service/ Prof. Development	273	137	32	47	26	41

* i.e. separate channel, not just an importation of your normal broadcast channel. Show here the total number of separate cable channels you program: ________

2. List below the in-service/professional development series title(s), program source (e.g. PBS-ALPS, TEP etc.) and related information.

Series Title	Program Source	# Colleges Offering in 1982-83 2 year	# Colleges Offering in 1982-83 4 year	# School Districts Using for In-service	# Companies Using	Estimated Enrollment
126 different						estimated
titles listed						aggregate
						enrollment:
						65,144

(Use additional sheets if necessary)

3. Are you distributing **formal post-secondary educational courses** in 1982-83?

1. 133 Yes   2. 7 No

If Yes, indicate below the number of formal post-secondary series distributed in each mode. The sum of individual column figures may exceed TOTAL column figure due to series that are distributed in more than one mode.

TOTAL # OF SERIES

	TOTAL	Broadcast	Cable*	ITFS	Video Cassette	Other
Formal PS Series	1,201	999	252	92	78	47

* i.e. separate channel, not just an importation of your normal broadcast channel. Show here the total number of separate cable channels you program: ________

4. List below the formal post-secondary course titles, program source (e.g. PBS-ALPS, TEP etc.) and related information.

Title of Courses	Program Source	# Colleges Offering for Credit 2 year	 4 year	Estimated Enrollment
264 different titles				estimated
listed				aggregate
				enrollment:
				94,253

(Use additional sheets if necessary)

---

5. Do you charge colleges for providing in-service or formal post-secondary series? 1. 68 Yes 2. 69 No

If Yes, list below the types of charges to colleges (e.g. charges for airtime, acquisition costs, promotion) and amounts, including base units such as per hour, per semester, etc.)

Types of Charges	Amounts UNSTABLE DATA
1. broadcast charge/air time - 45	$
2. acquisition charges - 9	$
3. per student enrollment fee - 6	$

---

6. Are you distributing **informal post-secondary educational series** in 1982-83? 1. 85 Yes 2. 53 No

If Yes, indicate below the **number** of informal post-secondary series distributed in each mode. The sum of individual row figures may exceed TOTAL row figure due to series that are distributed in more than one mode. The TOTAL figure should represent the number of unduplicated informal post-secondary series.

TOTAL # OF SERIES

	TOTAL	Broadcast	Cable*	ITFS	Video Cassette	Other
Informal PS Series	693	590	88	0	10	0

* i.e. separate channel, not just an importation of your normal broadcast channel. Show here the total number of separate cable channels you program: ________

7. List below the informal post-secondary series title(s), program source (e.g. PBS-ALPS, TEP etc.) and related information.

Title of Series	Program Source	Ancillary Materials (Y or N?)	Estimated Number of Viewers
71 different titles listed			estimated
			aggregate
			enrollment:
			3,055,210

(Use additional sheets if necessary)

E. OTHER POST-SECONDARY SERVICES

1. Have you made teleconferences conducted by PBS and others available to colleges and universities? 1. 129 Yes 2. 11 No

If yes, indicate the source(s) of the teleconferences:

122	PBS Adult Learning Programming Service (PBS-ALPS)	6	Appalachian Community Service Network (ACSN)
82	To Educate The People Consortium (TEP)	17	Council for Accreditation of Experiential Learning
24	National University Consortium (NUC)	25	Other regionals - 7
47	Public Service Satellite Consortium (PSSC)		

2. Do you produce local teleconferences for colleges, universities, hospitals, etc.? 1. 43 Yes 2. 88 No

3. What other post-secondary services do you provide to the colleges and universities and others that you work with? (e.g. promotion, liaison with PBS etc.)

promotion on air - 78; liaison w/ PBS, regionals - 74; scheduling info - 10

4. Are any of the post-secondary series you are distributing this year interactive with or adaptable to other telecommunication technologies (e.g. computers, videodisc, radio)?

115 No

9 Yes, interactive with other technologies

6 Yes, adaptable to other technologies

If Yes, please describe: computers (3), audio/radio (2), cable (2)

F. FINANCIAL SUPPORT OF POST-SECONDARY INSTRUCTIONAL SERVICE

Indicate the source(s) and intended use(s) of funds received in support of your 1982-83 post-secondary instructional television service by checking the appropriate boxes below: (Check all that apply). Also indicate whether financial support has increased or decreased over the amount received for 1982-83.

	INTENDED USE OF FUNDS					
SOURCE OF FUNDS	General Support	Instruc. Programming	Instruc. Support Services	Ancillary Materials	Promotion	Other
Direct State Appropriation	25	17	14	7	14	
State Department of Educ.	10	8	6	5	1	
Tuition	16	23	15	9	15	
University Budget	41	46	28	16	27	
Public Bcstg Entities	29	16	9	3	23	
Federal Government Agencies	12	4	1	4	13	
Underwriters/Foundations	8	8	3	3	4	
Other (Specify)	25	24	17	11	19	

G. CHANGES IN POST-SECONDARY INSTRUCTIONAL SERVICE SINCE 1981-82

1. Has your post-secondary educational service (programming, services, financial support) increased, stayed the same or decreased since last year (1981-82)?
N=142

	Increased	Stayed the Same	Decreased
	PERCENT OF LICENSEES RESPONDING		
# Formal PS Series Distributed	40%	44%	16%
# In-service series Distributed	25%	68%	7%
# Informal PS series Distributed	38%	57%	5%
# Broadcast Series Distributed	41%	46%	13%
# Non-broadcast* Series Distributed	27%	65%	8%
# of Instructional Personnel	9%	85%	6%
$ Overall Financial Support	33%	46%	21%

* Non-broadcast includes separate cable channels, ITFS, videocassette and other distribution modes other than your broadcast channel(s).

16. If you reported a change in programming, services or financial support describe the reason for the change:

DECREASES	INCREASES
decreased budget (24)	increased college interest (23)
withdrawal of schools (7)	budget/staff increase (21)
	increased viewer interest (13)

CORPORATION FOR PUBLIC BROADCASTING
Public Television Educational Services Survey

SECTION III: FUTURE EDUCATIONAL SERVICES

(Please print or type all responses)

Please help us anticipate some future trends in educational television by responding to the following questions:

1. Indicate whether your distribution of educational programming will increase ("I"), decrease ("D"), or stay the same ("S) over the next two years:

	K-12	POSTSECONDARY		
		Formal	Informal	In-service
Broadcast				
Cable				
ITFS				
Cassette				
Other				

2. Over the next two years, which other technologies do you you anticipate becoming involved with (e.g. computers, radio/audio, teletext, videodisc etc.)?

NUMBER OF RESPONSES

Please describe: computers (84), teletext/videotex (33), audio/radio (22)

videodisk (16)

3. Over the next two years do you anticipate a greater demand for TV series that have interactive components for computers, teletext and related technologies? 1. 120 Yes 2. 34 No

4. Over the next two years do you anticipate an alliance of TV and computer as instructional technologies? 1. 124 Yes 2. 30 No

5. What are your greatest needs for training over the next two years? (Number in priority order.)

RANK ORDER SHOWN (# of responses in parentheses)

6 Evaluation methodologies

2 Needs assessment techniques (34)

8 Proposal writing

3 Utilization services (33)

5 Higher education services

1 Marketing techniques (59)

4 Community outreach techniques (28)

9 Production techniques

7 Management skills

___ Other TV related technologies

___ Other ________________

---

6. During the next two years, the greatest needs or problems facing those who provide educational television programming and services will be:

# OF RESPONSES

a. funding (103)

b. quality programming (41)

c. new technologies (41)

d. attitudes of faculty and administrators (23)

---

7. How can national and regional organizations assist in your provision of instructional services? (Specify type of assistance and name or type of organization that should provide that assistance.)

TYPE OF HELP

funding (36), group buys (22), training (16), new technologies (14)

ORGANIZATIONS

CPB (25), PBS/ALPS (25), national and regional organizations (25)

INNOVATIVE EDUCATIONAL PROGRAMMING OR SERVICES

If your licensee is providing new or innovative educational programming (e.g. cutting edge curriculum, programming for hospitals), or services (e.g. teleconferencing), please describe your work on this page. Let us hear what you are doing!

Licensee Call Letters
Or Network Designation: ______________________________

Address: ______________________________

____

Contact Person: ______________________________

EDUCATIONAL RESEARCH AND EVALUATION STUDIES

If your licensee (or others) have conducted recent research or evaluation studies on the use, impact or effectiveness of educational programs or services (broadcast or non-broadcast) in your area, please list the titles of the reports of any such studies on this page and send us a copy. Thank you.

Licensee Call Letters
Or Network Designation: ______________________

Address: ______________________

____

Contact Person: ______________________

OPERATION OF ITFS SYSTEMS

Licensee Call Letters or
Network Designation: ______________________________

City/State: ______________________________

Contact Person: ______________________________ Phone: ____________

1. a. Do you currently hold an ITFS license? 1. ___ Yes 2. ___ No

   b. Do you currently operate an ITFS system for which you hold the license? 1. ___ Yes 2. ___ No

   c. you currently operate an ITFS system for which you do not hold the license? 1. ___ Yes 2. ___ No

---

2. a. Do you have plans to establish new or to expand your current ITFS activities within the next two years?

   _____ Expand current _____ Establish new _____ No current plans*

   *(If you do not currently operate an ITFS system and have no current plans for doing so, STOP HERE)

   b. In what stage are these efforts? (Check one)

   ____ development concept
   ____ budgeted
   ____ applied for FCC construction permit/license

   ____ under construction
   ____ testing

---

3. a. Which channels do you currently use? (Use FCC designations) ______________

   b. Which channels do you plan to use? (Use FCC designations) ______________

---

4. a. Do you currently make use of the associated response frequencies? 1. ___ Yes 2. ___ No

   b. Do you plan to make use of the associated response frequencies? 1. ___ Yes 2. ___ No

(OVER)

5. First, indicate the kinds of services you currently use or plan to use your ITFS system for. (Check all that apply). Then, show the number of current receive sites in each category, and the number of planned receive sites, if known.

Current	Uses	Planned	Current	Receive Sites	Planned
____	k-12 classroom	____	____	elem/secondary schools	____
____	college-level classroom	____	____	colleges/universities	____
____	in-service/prof. develop.	____	____	business/industry	____
____	informal adult education	____	____	priv. non-profit assoc.	____
____	public svc information	____	____	government	____
____	hospital services	____	____	hospitals	____
____	data transmission	____	____	cable head ends	____
____	other ____________	____	____	other ____________	____

6. If the FCC permits shared use of ITFS frequencies with commercial, profit-making concerns, would you as the licensee be able to make the policy and administrative arrangements which would permit you to take advantage of such shared use (e.g. allowing a commercial concern to use your ITFS channels for data or program distribution at night in return for direct payment)?

1. ____ Yes 2. ____ No

ONLY FOR THOSE CURRENTLY OPERATING ITFS SYSTEMS:

7. Show the number of hours per daypart and the total no. of hours per day you currently operate.

	6am-9am	9am-3 pm	3pm-6 pm	6pm-12 pm	12 pm-6 pm	Total # Hours
1st Channel	____	____	____	____	____	____
2nd Channel	____	____	____	____	____	____
3rd Channel	____	____	____	____	____	____
4th Channel	____	____	____	____	____	____
5th Channel	____	____	____	____	____	____

8. What is the maximum line-of-sight distance from your ITFS transmit location to the farthest receive point? ________ miles.

9. What is the height of your transmitting antenna? __________.

10. What is the height of your ITFS transmitting antenna above average terrain (HAAT)? __________.

11. What percentage of your current receive sites are more than 15 miles away from your ITFS transmitter? ________ %

12. Are there other ITFS operators in your area? 1. ____ Yes 2. ____ No

13. How many channels total (excluding yours) are in operation within your Grade B contour? __________

Appendix B
Summary of Reported Public Television Educational Services By Licensee

STATION SERVICES SUMMARY

ST	CALL LTRS	CITY	NO SVCS	K-12	IN-SERVICE	FORMAL	INFORMAL
AK	KAKM-TV	ANCHORAGE		X		X	
AK	KYUK-TV	BETHEL		X	X	X	
AK	KUAC-TV	FAIRBANKS		X	X	X	X
AK	KTOO-TV	JUNEAU	X				
AL	AL NETWORK	BIRMINGHAM		X	X	X	
AR	AR NETWORK	CONWAY		X		X	X
AS	KVZK-TV	PAGO PAGO		X			
AZ	KAET-TV	TEMPE			X	X	X
AZ	KUAT-TV	TUCSON		X		X	
CA	KOCE-TV	HUNTINGTON BEACH		X		X	X
CA	KEET-TV	EUREKA		X			
CA	KMTF-TV	FRESNO		X			
CA	KCET-TV	LOS ANGELES		X		X	X
CA	KLCS-TV	LOS ANGELES		X	X	X	
CA	KIXE-TV	REDDING				X	
CA	KVIE-TV	SACREMENTO		X		X	
CA	KVCR-TV	SAN BERNARDINO				X	
CA	KPBS-TV	SAN DIEGO				X	
CA	KQED-TV	SAN FRANSISCO		X	X	X	X
CA	KTEH-TV	SAN JOSE		X		X	X
CA	KCSM-TV	SAN MATEO			X	X	X
CO	KBDI-TV	BROOMFIELD	X				
CO	KRMA-TV	DENVER		X	X	X	X
CO	KTSC-TV	PUEBLO		X		X	
CT	CT NETWORK	HARTFORD		X		X	
DC	WETA-TV	WASHINGTON			X	X	X
DC	WHMM-TV	WASHINGTON	X				
FL	WUFT-TV	GAINESVILLE				X	X
FL	WJCT-TV	JACKSONVILLE		X			
FL	WPBT-TV	MIAMI	X				
FL	WLRN-TV	MIAMI		X		X	X
FL	WMFE-TV	ORLANDO			X	X	X
FL	WSRE-TV	PENSACOLA				X	X
FL	WFSU-TV	TALLLAHASSEE				X	X
FL	WEDU-TV	TAMPA		X		X	X
FL	WUSF-TV	TAMPA			X	X	X
GA	WETV-TV	ATLANTA		X		X	
GA	GA NETWORK	ATLANTA		X			
GU	KGTF-TV	AGANA	X				
HI	HI NETWORK	HONOLULU		X	X		X
IA	IA NETWORK	DES MOINES		X	X	X	
ID	ID-NET	BOISE		X			
IL	WSIU-TV	CARBONDALE		X		X	
IL	WTTW-TV	CHICAGO		X		X	X
IL	WTVP-TV	PEORIA				X	
IL	WILL-TV	URBANA		X	X	X	X
IN	WTIU-TV	BLOOMINGTON				X	X
IN	WNIN-TV	EVANSVILLE				X	
IN	WFYI-TV	INDIANAPOLIS				X	X
IN	WIPB-TV	MUNCIE		X		X	X
IN	WCAE-TV	ST. JOHN				X	X
IN	WNIT-TV	SOUTH BEND		X	X	X	
IN	WVUT-TV	VINCENNES		X		X	

STATION SERVICES SUMMARY

ST	CALL LTRS	CITY	NO SVCS	K-12	IN-SERVICE	FORMAL	INFORMAL
KS	KTWU-TV	TOPEKA				X	
KS	KPTS-TV	WICHITA	X				
KY	KY NETWORK	LEXINGTON		X		X	
KY	WKPC-TV	LOUISVILLE		X			
LA	LA-NET	BATON ROUGE		X	X	X	
LA	WYES-TV	NEW ORLEANS		X			
MA	WGBH-TV	BOSTON		X		X	
MA	WGBY-TV	SPRINGFIELD		X			
MD	MD NETWORK	OWINGS MILLS		X		X	
ME	WCBB-TV	LEWISTON		X	X		X
ME	ME NETWORK	ORONO		X	X	X	X
MI	WTVS-TV	DETROIT		X	X	X	X
MI	WKAR-TV	EAST LANSING		X		X	X
MI	WFUM-TV	FLINT		X		X	
MI	WGVC-TV	ALLENDALE		X	X	X	X
MI	WNMU-TV	MARQUETTE		X	X	X	
MI	WCMU-TV	MT PLEASANT				X	
MI	WUCM-TV	UNIVERSITY CENTER		X		X	X
MN	KWCM-TV	APPLETON		X	X	X	X
MN	KAVT-TV	AUSTIN		X		X	X
MN	KAWE-TV	BEMIDJI		X	X	X	X
MN	WDSE-TV	DULUTH		X			
MN	KTCA-TV	ST. PAUL		X		X	X
MO	KCPT-TV	KANSAS CITY		X		X	
MO	KETC-TV	ST. LOUIS		X	X	X	X
MO	KOZK-TV	SPRINGFIELD		X			
MO	KMOS-TV	WARRENSBURG		X			
MS	MS NETWORK	JACKSON		X	X	X	X
NC	NC NETWORK	RALEIGH		X		X	
NC	WTVI-TV	CHARLOTTE		X	X	X	X
ND	KFME-TV	FARGO		X		X	
NE	NE NETWORK	LINCOLN		X	X	X	X
NH	NH NETWORK	DURHAM		X		X	X
NJ	NJ NETWORK	TRENTON		X	X	X	X
NM	KNME-TV	ALBUQUERQUE		X		X	X
NM	KRWG-TV	LAS CRUCES				X	
NM	KENW-TV	PORTALES		X		X	
NV	KLVX-TV	LAS VEGAS		X		X	
NY	WSKG-TV	BINGHAMTON		X	X		
NY	WNYE-TV	BROOKLYN		X	X	X	X
NY	WNED-TV	BUFFALO		X			
NY	WLIW-TV	PLAINVIEW		X		X	X
NY	WNET-TV	NEW YORK		X		X	X
NY	WNYC-TV	NEW YORK	X				
NY	WCFE-TV	PLATTSBURGH		X		X	X
NY	WXXI-TV	ROCHESTER		X	X	X	
NY	WMHT-TV	SCHENECTADY		X	X		X
NY	WCNY-TV	LIVERPOOL		X	X	X	X
NY	WNPE-TV	WATERTOWN		X			
OH	WNEO-TV	KENT		X		X	X
OH	WOUB-TV	ATHENS		X	X	X	
OH	WBGU-TV	BOWLING GREEN		X		X	X
OH	WCET-TV	CINCINNATI		X		X	

STATION SERVICES SUMMARY

ST	CALL LTRS	CITY	NO SVCS	K-12	IN-SERVICE	FORMAL	INFORMAL
OH	WVIZ-TV	CLEVELAND		X	X	X	X
OH	WOSU-TV	COLUMBUS		X	X	X	X
OH	WPTD-TV	DAYTON		X			
OH	WGTE-TV	TOLEDO		X		X	X
OK	OK NETWORK	OKLAHOMA CITY		X			
OR	KSYS-TV	MEDFORD		X		X	
OR	OR NETWORK	PORTLAND		X		X	X
PA	WLVT-TV	BETHLEHEM		X		X	X
PA	WQLN-TV	ERIE		X		X	
PA	WITF-TV	HARRISBURG		X	X	X	
PA	WHYY-TV	PHILADELPHIA		X		X	X
PA	WQED	PITTSBURGH		X	X		
PA	WVIA-TV	SCRANTON		X		X	
PA	WPSX-TV	UNIVERSITY PARK		X	X	X	X
PR	WIPR-TV	HATO REY	X				
RI	WSBE-TV	PROVIDENCE		X		X	
SC	SC NETWORK	COLUMBIA		X	X	X	X
SD	SD NETWORK	VERMILLION		X	X	X	X
TN	WTCI-TV	CHATTANOOGA		X	X	X	X
TN	WSJK-TV	KNOXVILLE		X	X		
TN	WLJT-TV	LEXINGTON		X	X	X	X
TN	WKNO-TV	MEMPHIS		X		X	X
TN	WDCN-TV	NASHVILLE		X		X	
TN	WCTE-TV	COOKEVILLE		X	X	X	
TX	KLRU-TV	AUSTIN		X	X	X	X
TX	KLRN-TV	SAN ANTONIO		X	X	X	X
TX	KAMU	COLLEGE STATION		X			X
TX	KEDT-TV	CORPUS CHRISTI		X			
TX	KERA-TV	DALLAS		X		X	
TX	KCOS-TV	EL PASO		X		X	
TX	KUHT-TV	HOUSTON		X		X	
TX	KNCT	KILLEEN		X		X	X
TX	KTXT-TV	LUBBOCK		X		X	X
UT	KBYU	PROVO	X				
UT	KUED-TV	SALT LAKE CITY		X		X	X
VA	WNVT	ANNANDALE		X	X	X	X
VA	WVPT-TV	HARRISONBURG		X		X	
VA	WHRO-TV	NORFOLK		X		X	
VA	WCVE-TV	RICHMOND		X	X	X	
VA	WBRA-TV	ROANOKE		X			
VI	WTJX	VIRGIN ISLANDS					X
VT	VT NETWORK	WINOOSKI		X	X	X	X
WA	KWSU-TV	PULLMAN			X	X	
WA	KCTS-TV	SEATTLE		X	X	X	X
WA	KSPS-TV	SPOKANE		X		X	
WA	KTPS	TACOMA		X	X	X	X
WA	KYVE-TV	YAKIMA		X		X	X
WI	WI NETWORK	MADISON		X	X	X	X
WI	WHA-TV	MADISON			X	X	X
WI	WMVS-TV	MILWAUKEE		X	X	X	
WV	WSWP-TV	BECKLEY		X	X	X	X
WV	WPBY-TV	HUNTINGTON		X	X	X	X
WV	WWVU-TV	MORGANTOWN		X		X	X

Appendix C

Methodology

METHODOLOGY

A. The Sample

In November 1982, the Public Television Educational Services Survey forms were sent to the universe of 170 licensees that operated 285 public television stations. The "licensee" was used as the unit of analysis because funds are appropriated and reported at this level. It is also at this level that substantive programming decisions are made.

Two licensees were dropped from the universe of 170. The licensee at Seaford, DE was not fully operational at the time of the survey. The licensee at Athens, GA lost its CPB qualification shortly after the survey was mailed, thereby eliminating it from the list of qualified public television licensees. The effective universe for the study was 168 public television licensees.

B. The Instrument

In November 1982, a survey instrument and cover letter were sent to the Instructional Television (ITV) Director of each licensee (Appendix A). Where no ITV Director existed, the instrument and cover letter were sent to the General Manager. The cover letter described the importance of this data collection effort as the primary source of information about public broadcasting and its relationship to education. In addition, a separate memo was sent to all General Managers describing the scope and purpose of the survey and encouraging them to assist their ITV Directors in completing the survey.

The instrument for the 1982 Survey contained a great deal more detail than in 1978-79. This was done to capture a richness of information not previously obtained. The disadvantage of these changes was that item nonresponse was increased on selected items, especially those requiring specific numbers, such as the numbers of series distributed in various nonbroadcast modes. The tradeoffs between richer information and higher item nonresponse rates is an issue that should be considered in future waves of this survey.

C. Data Collection

Unlike past data collection efforts, an automated log receipt system was developed to log and track the educational services survey returns. The log served many purposes. It documented the date that each survey instrument was received by CPB, showed a summary of the services each licensee offered, and provided key data on each licensee's 78-79 survey response for comparison. The log allowed the weekly generation of status reports to determine which licensees had not returned surveys and thus required some form of followup.

D. Followup

A total of four follow-up waves to the initial survey mailing were conducted to achieve a 100% response rate.

In December 1982, mailgrams were sent to remind licensees that their survey responses were due. A special telephone followup was conducted in early January 1983, to retrieve timely data on the licensees' current and planned use of Instructional Television Fixed Service (ITFS) from respondents who failed to return their ITFS Tearsheets by that time, and secondarily to prompt stations to return their entire educational services surveys. The ITFS information was needed immediately to support CPB's submission to the FCC on a proposed rulemaking to reduce the number of ITFS channels.

In late January, a follow-up mailing that included a new copy of the survey instrument was sent to non-responding licensees. Final telephone followups for full survey data were conducted in February and March for those licensees that still had not returned survey forms.

E. Response Rates

Followup efforts resulted in the return of instruments with responses representing 168 licensees -- a 100% response rate.* A chart illustrating the rate of survey returns appears below:

Date	Followup Event	Number of Responses	Percent Of Universe
11/23/82	(Initial Survey Mailing)		
12/9/82		15	9%
12/9/83	Followup #1: Mailgram		
12/22/82		60	36
12/23/82		72	43
12/30/82		103	61
1/6/83	Followup #2: ITFS Phone Calls		
1/24/83		123	73
1/28/83		127	76
1/28/83	Followup #3: Mailing (new survey copy)		
1/31/83		132	79
2/17/83	Followup #4: Full Survey Phone Calls		
2/28/83		150	89
3/31/83		163	97
4/19/83		168	100%

---

* In six cases one survey response was submitted for two or more licensees reflecting the fact that the same agency was responsible for multiple licensees. This resulted in the return of 159 survey instruments representing 168 licensees. The difference between the number of survey instruments and the number of licensees was accommodated in the data analysis by weighting selected survey items to represent multiple licensees appropriately.

F. Data Preparation

All survey responses were subjected to visual-manual review as the questionnaires were received. In the case of a questionable response, the respondent, identified by name on the survey instrument, was contacted by telephone for clarification or additional information.

The survey's 498 variables were worked into a file, using the flow of questions in the survey instrument as a basis for the structure of the file. Alphanumeric fields were created as appropriate. Responses were mostly of the forced field type, with the exception of 23 open-ended questions. Standard default codes were created for the forced field questions. Responses to the 23 open-ended questions were entered using comprehensive code lists developed by examining actual survey responses.

The coded data were keyed to tape and then compiled into a DATATRIEVE data set. Machine edits were performed on the file to ensure accurate coding and data entry.

A special section was included in this year's survey for licensees to describe 1) any new or innovative programming they were providing and/or 2) any recent educational research or evaluation studies they had conducted. These open-ended reponses were transcribed from the survey instruments and compiled onto word processing files. The transcriptions, identified by responding licensee, were then grouped by key words according to content. These data on licensees' innovative programming and research appear as a separate section in the body of this report.

Weights were added for cases in which a respondent answered for two or more licensees. The weights were applied to selected descriptive survey items.

Survey items that required "real number" responses were used by the respondents to report aggregate totals for all of the licensees they represented and therefore were not weighted. To do so would have erroneously inflated those figures. The unweighted number of cases for statistics on "real number" items is stated in each of the sections.

Responses from the licensees below were assigned the weights in parentheses, i.e., six cases represent 15 licensees.

- Connecticut Network response also represents WEDW Bridgeport, CT (2);
- WSIU Carbondale response also represents WUSI Olney, IL (2);
- Maine Network response also represents WMEG Portland, ME (2);
- Nebraska Network response also represents KUON Lincoln, NE (2);
- South Carolina Network response also represents WJWJ Beaufort, WNSC Rock Hill, WRJA Sumter, SC (4);
- South Dakota Network also represents KESD Brookings, KUSD Vermillion, SD (3).

G. Data Processing

The DATATRIEVE software package was used for statistical data analyses. Frequency distributions were run according to pre-designed specifications. Selected data on licensees were integrated from other CPB databases.